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ABSTRACT

These bulletins contain reviews of a total of 86 publications recommended for use in adult literacy programs. The materials reviewed have all been determined to meet the following requirements: currently in print; adult oriented and interesting to learners; free of age, sex, and racial bias; appropriate to the reading level of beginning readers; designed to encourage meaningful discussion and critical thinking; up to date and easy to use; and successful with learners. Each review includes the following: the publication's title, author, publisher, availability, and recommended level; the name/position of the individuals who recommended and reviewed the book; and a review covering topics such as special features of the publication, its strengths and weaknesses, suggestions for using it with literacy students, its reception by adult literacy students/teachers during field tests, and cost and ordering information. Included among the publications reviewed are the following: personal stories written for adults who are beginning to read English; stories in seven popular fiction genres; a nutrition guide; a guide for literacy tutors; high-interest low-vocabulary stories about popular culture; a structured reading, writing, and reasoning skills program, a basic math series, biographies, and a guide to British Columbia's legal system. Bulletins 3-4 include reviews of the following publications: guides to banking, human rights, and safety; biographies of famous artists; a series of high-interest low-vocabulary (HILV) novels; a bibliography of HILV materials; a guide for literacy tutors working in correctional institutions; a guide to incorporating information about Canadian holidays into literacy programs; a guide to using newspapers to teach literacy; a spelling series; and interactive typing software. Bulletins 5-6 include reviews of the following publications: a vocabulary series; a collection of poetry and prose; a guide to recovering from sexual abuse; a handbook for literacy workers; guides to Canada's government, childbearing, infant care, and parenting; a collection of human interest stories; a guide to organizing integrated learning opportunities; collections of proverbs and myths and legends; and book on Canada's provinces. Bulletins 7-8 include reviews of the following publications: a guide to content area reading; guides for immigrants; a starter pack for adult literacy tutors; workbooks covering math concepts, computation, and spelling; series of novels and transcribed oral histories; a guide to developing literacy partnerships; a collection of poems; a learner's guide to assessing learning style; and a handbook for feminist literacy tutors. (MN)

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ED 367 782

Literacy Materials Bulletin 1-8

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THE LITERACY MATERIALS BULLETIN

①
Spring 1990

This first issue of the Literacy Materials Bulletin is the cooperative effort of a seven-member committee formed in 1989 to review and field test literacy materials. We are one of the 1989-90 cost-shared projects funded by the B.C. Ministry of Advanced Education, Training, and Technology and the Secretary of State.

In November 1989 we sought input from teachers in the field for the first round of reviews. We would like to thank those teachers who took the time to respond. The content of this bulletin is based on many of their recommendations.

We recognize that teaching methodologies and approaches vary widely. Indeed, the members of this committee themselves represent this diversity. We hope to be able to review instructional materials which address a wide spectrum of needs in each bulletin.

The following are some of the criteria we are using to select materials. We are looking for materials which are:

☑ currently in print.
☑ adult-oriented and interesting to learners.
☑ free of bias for age, sex, and race.
☑ appropriate to the reading level of learners.
☑ designed to encourage meaningful discussion and critical thinking.
☑ up-to-date and easy to use.
☑ successful with learners.

We are also looking for material with Canadian content and hope to have more examples to share with you in future issues.

You can get more information on the materials reviewed in this issue from any committee member. We all have copies of the books and there is a complete and permanent collection of the materials at the Adult Literacy Contact Centre.

We hope that this bulletin will expand to meet your needs. To do this well, we need input from you. Please help us by getting involved. You can start by sending in a review of your favorite material on the form which is on the last page.

Joan Acosta
Chairperson

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Ministry of Advanced Education,
Training, and Technology
387-6174

Thomas Quigley
Vancouver Public Library
665-3594

Five Minute Thriller
Friday Afternoon

Title: Matchbook Five Minute Thrillers
Author: Bernard Jackson and Susie Quintanilla
Publisher: Fearon Education, 1986
Available: Peggy Pepper, 4148 Borden Street, Victoria, B.C. V8X 2G5 (Tel: (604) 727-6228)
Recommended by: Bertha Duncan, Coordinator ASE/ESL, Northern Lights College
Reviewed by: Loraine Wong, Coordinator ABE/ESL, Langley School District
Level: Basic (0-3) Functional (4-6)

These short books (just 16 pages) are cleverly packaged as matchbooks and come with read-along tapes. All books are easy to read, but have vocabulary and storylines that appeal to adult readers. Each story (from a choice of 20 titles) has adult characters and features a "twist" in plot to keep interest high. The books are excellent for use with reluctant readers as students are attracted by the titles and format and can finish the books quickly.

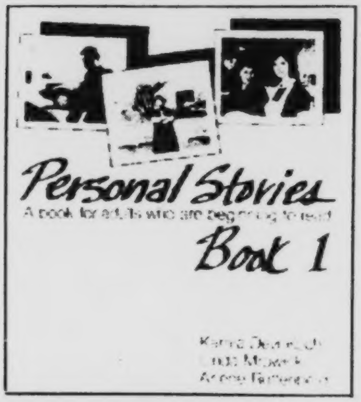
The books also include four pages of comprehension questions (also suitable for ESL) that may be used in classroom work. The open-ended finish to the stories may disappoint some students but this feature can easily be used to generate class discussions or writing assignments.

The tapes have received mixed reviews. Some students found the background music overpowering and the narrator's voice unpleasant. Most students, however, were positive about the books and were anxious to read more.

The books can be ordered as a kit for $249* which includes 100 books (5 of each title), 20 cassettes, one answer key, display case, and a free tape recorder. The books can also be ordered as a set, 100 books for $126.

*Prices are in US funds

FIVE-MINUTE THRILLERS



Title: Personal Stories
Author: Mrowicki, Devi Koch, Rattenberg
Publisher: Linmore Publishing, 1985
Available: Peggy Pepper, 4148 Borden Street, Victoria, B.C. V8X 2G5 (Tel: (604) 727-6228)
Recommended by: Sally Gellard, Vancouver Community College, KEC
Reviewed by: Andrew Kennedy, Camosun College
Level: Basic (0-3)

Personal Stories is written for adults who are beginning to read English. Sixteen short stories, with photographs, describe the lives of six central characters in Family, Home, and Weekday Activities. Each story is followed by exercises which check comprehension and conclude with students writing their own stories.

The book can be used as individual reading material, as one-to-one instructional material or as a group reader with oral discussion of the comprehension questions. The sentence writing exercises are designed to encourage students to write their own personal stories. The book may best be used as supplemental reading material.

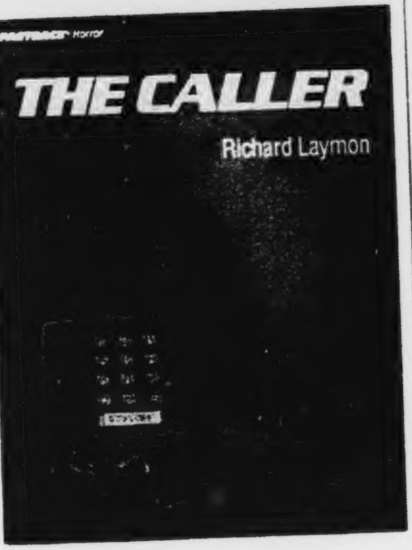
The print and photograph layout are appealing. The stories deal with topics relevant to students' lives, are easy to follow and understand, and contain useful vocabulary.

There are some weaknesses, however. The text provides simple sentences which convey little feeling and the language seems stilted. The book provides only slight progression from simple sentences to more complex sentences. Most of the exercises use literal skill questions that may become tedious for the learner.

Title: Fastback Series

Author: Multi-authored
Publisher: Fearon Education, 1985
Available: Peggy Pepper, 4148 Borden Street, Victoria, B.C. V8X 2G5 (Tel: (604) 727-6228)
Recommended by: Bertha Duncan, Coordinator ASE/ESL, Northern Lights College
Reviewed by: Barbara Bate, Fraser Valley College
Level: Functional (4-6)

The *Fastback Series* is a collection of stories divided into seven popular genres: Crime and Detection, Sports, Mystery, Romance, Spy, Horror, and Science Fiction. Each category includes 10 to 12 titles.



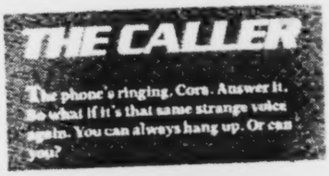
The stories are presented in small 4" by 5" booklets with dramatic, full-color covers. The back of each book gives a brief, enticing description of the story. The intent of "hooking the reader" is clear.

The Fastback books are as easy to read as they are exciting. Interest level is high and vocabulary is controlled. Most stories are under 30 pages in length which make them easy to tape for non-independent readers. The content is suitable for individual leisure reading as well as for small or large group instruction.

Some of the stories in the Romance and Sports titles have main characters who are high school students and as such are involved in teenage activities. These stories may not appeal to all adults.

The complete set of 74 books costs $114.00* while individual categories such as "Spy" may be purchased separately at 3 copies/title (30-36 books) for $24.00-$48.00. Comprehension Skillchecks, a pack of booksize cards for each series are available at $3.00/set. The Skillchecks have not been reviewed.

*Prices are in US funds



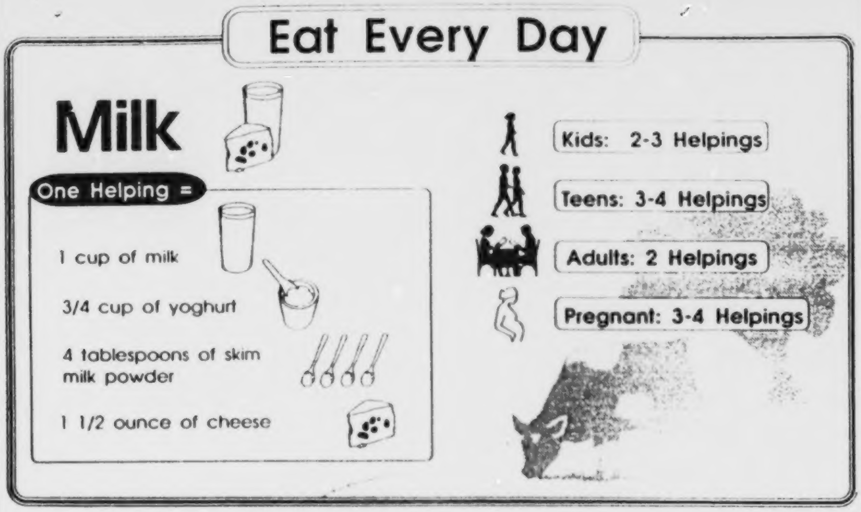
THE CALLER

The phone's ringing, Cora. Answer it. So what if it's that same strange voice again. You can always hang up. Or can you?

Title: Good Eating

Publisher: Williams Lake Project Literacy and B.C. Ministry of Health, 1990
Available: Provincial Public Health offices
Recommended by: Wendy Seale, Vancouver Community College, KEC
Reviewed by: Laurie Gould, Vancouver Community College, KEC
Level: Basic (0-3)

Good Eating is a dandy little booklet with information about good nutrition. The easy-to-read text is accompanied by attractive and sometimes amusing graphics. Readers find out about food groups, "good and junk" foods, and low-cost nutritious foods. Because it delivers much of the information in graphic form, the booklet is appropriate for even



beginning-level readers.

Students who field tested it felt it provided information about an important subject in an interesting way. Two pregnant students at a Functional level found it useful as a reference book.

Good Eating is available free from provincial health units and health departments throughout B.C. A revised edition and leader's guide is currently being prepared.

Each bulletin will include a review by someone with expertise in a particular area of literacy. For this issue we have asked Joyce Cameron, a Developmental Studies instructor at Douglas College with experience in tutor training, to review a tutor manual.

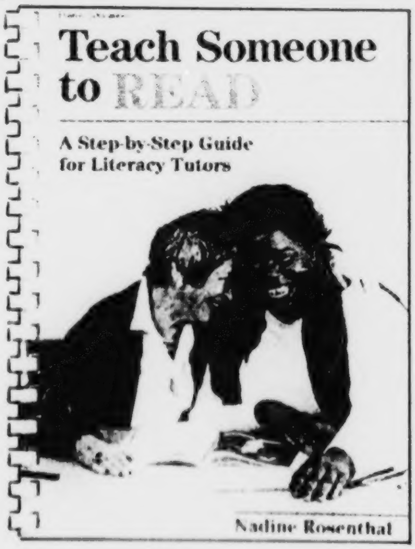
Title: Teach Someone to READ: A Step-by-Step Guide for Literacy Tutors
Author: Nadine Rosenthal
Publisher: Fearon Education, 1987
Available: Peggy Pepper, 4148 Borden Street, Victoria, B.C. V8X 2G5 (Tel: (604) 727-6228)

This tutor training guide is divided into four parts. Part 1 is an introduction to illiteracy; Part 2 consists of two diagnostic assessments and explanations on how to use them; Part 3 is the "how to" of tutoring with examples, explanations, and exercises; and Part 4 is a short section on tutoring ideas presented in a straightforward manner.

The guide can not be used as a workbook with literacy students. Rather, a substantial number of pages are devoted to helping tutors learn how to create student-centered material. The author emphasizes that her approach is one that draws on adult learners' experiences and comprehension.

One section that I have found useful in my tutor training sessions explains how to select a topic with a student and then use the topic to create a range of reading, writing, and discussion activities.

Teach Someone to Read is not perfect. For instance, the assessment begins with letters and words out of context, which does not match the author's views on the importance of comprehension to the reading process. But the reading passages which follow are adult and chosen with the experience of adult learners in mind. Another example of a fall from



Teach Someone to READ

A Step-by-Step Guide for Literacy Tutors

Nadine Rosenthal

5A

perfection is the description of the writing process which turns the revision stage into one which centers on the mechanics of writing rather than on the development and change of ideas. However, in this same section the suggestions on writing activities for beginning and intermediate writers will be invaluable to tutors.

Teach Someone to Read is definitely worth adding to your resources. If you are just beginning to collect resources for tutors and tutor training, make this book one of the first that you order.

Title: Spotlight Series
Author: Randall C. Hill
Publisher: Steck-Vaughn, 1989
Available: Educational Resources, #109 8475 Ontario Street, Vancouver, B.C. V5X 3E8 (Telephone: (604) 324-9717)
Recommended by: Laurie Gould, Vancouver Community College, KEC
Reviewed by: Joan Acosta, Capilano College
Level: Basic (0-3) Functional (4-6)

Spotlight is a high-interest, low reading level series about rock, movie, music, TV, and sports stars. There are presently six books in the series.

SPOTLIGHT
on Rock Stars
SPOTLIGHT

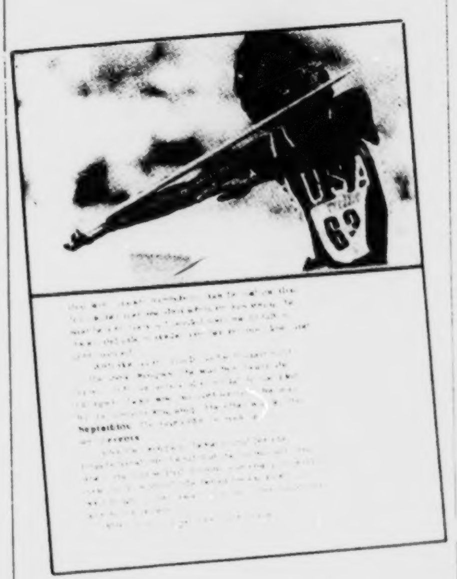
Each book has eight four-page stories about well-known personalities followed by two pages of exercises which focus on developing recall, vocabulary, and sequencing skills. The answers to the exercises are in the back of the book for easy reference. Vocabulary words, set in bold-face, are part of the text and can be found in a glossary at the end of each book.

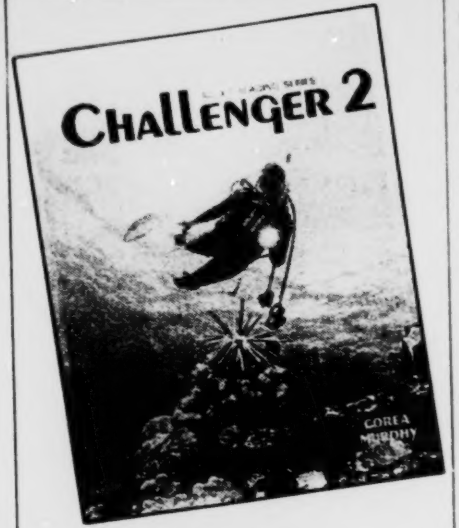
The books definitely have a glossy magazine appeal. The full-color photos on the covers are eye-catching and the inside format is friendly to beginning-level readers. There is a good balance of graphics to text as well as large, readable type and lots of white space.

Students who field-tested the series in five different literacy programs gave positive feedback. They liked the photos and found the information interesting.

Most of the exercises require simple recall of facts with little attention paid to developing critical thinking skills. However, we found that most students enjoyed doing the exercises and could do so independently as the instructions are simple and straightforward.

One of the biggest drawbacks, aside from the exercises, is the short shelf life of the books. They could probably be used for about two years. After that time, many of the "stars" may have faded. The company has already published the second in the series for the sports stars, so I would imagine that it will be updating the other categories as well. The other obvious weakness which is important to mention is the scarcity of Canadian content.





Title: Challenger Adult Reading Series
Author: Corea Murphy
Publisher: New Readers Press
Available: Educational Resources, #109 - 8475 Ontario Street, Vancouver, B.C. V5X 3E8 (Tel: (604) 324-9717)
Recommended by: Nada Traison, Fraser Valley College, Corrections
Reviewed by: Andrew Kennedy, Camosun College
Level: 0-9

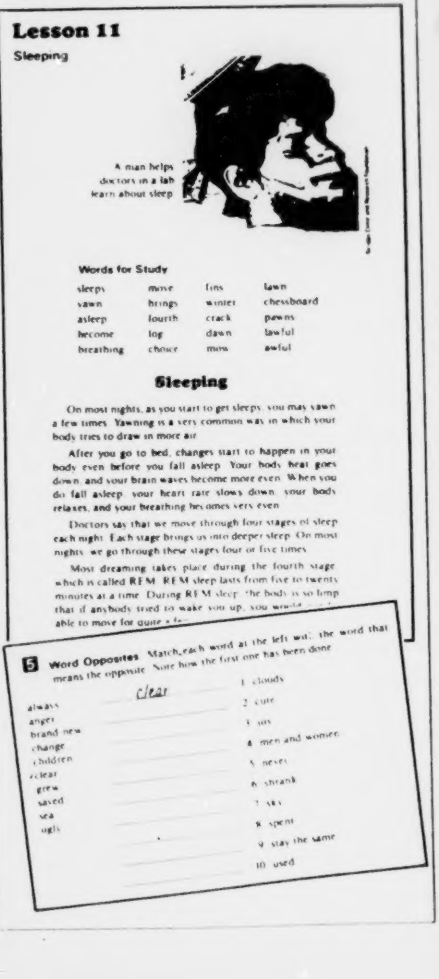
The *Challenger Series* is an eight-book structured reading, writing, and reasoning skills program which takes students from the beginning stages of reading to a Grade 9 level. Each book contains twenty lessons. The lessons include a reading selection (generally each passage is longer than the previous one) and a variety of related exercises. Also included are vocabulary and spelling exercises, writing practice, word study according to a phonics principle (Books 1, 3, and 5) and other exercises. Books 1 and 3 present stories about adult characters. Books 2 and 4 offer topics similar to an encyclopedia. Books 5,6,7, and 8 present adaptations of well-known works of fiction and non-fiction. Separate instructor's manuals and answer keys have practical suggestions for use of the series.

The series has been used in many instructional settings with either groups or individuals. It is effective in a classroom where students are functioning at different levels, or with students whose learning style responds to a workbook approach. In general, students have responded positively to the look and content of the series. Nada Traison, who sent in the original review, noted that it has been very successful with learners in a corrections literacy program.

The books are written for adult use and have a clean layout of both print and graphics. The reading selections deal with topics that hold the students' interest. The format of the lessons is consistent and directions are clear and easy to follow.

As a reading program this series has much to offer. However, it should be noted that many of the reading selections are very American in content. Some of the exercises, particularly in the higher level books, are too long and often of questionable value. The series offers a controlled workbook approach to the reading process that may not be suitable for some learners.

Books 1 to 4 are $8.50 each. Book 5 is $9.75. Books 6,7, and 8 are $13.25 each. Teacher's Guides and Answer Keys are from $4.95 to $9.25.



Lesson 11

Sleeping

A man helps doctors in a lab learn about sleep

Words for Study

sleepy
yawn
asleep
become
breathing

move
brings
fourth
log
choice

fins
winter
crack
dawn
mow

lawn
chessboard
pawns
lawful
awful

Sleeping

On most nights, as you start to get sleepy, you may yawn a few times. Yawning is a very common way in which your body tries to draw in more air.

After you go to bed, changes start to happen in your body even before you fall asleep. Your body heat goes down, and your brain waves become more even. When you do fall asleep, your heart rate slows down, your body relaxes, and your breathing becomes very even.

Doctors say that we move through four stages of sleep each night. Each stage brings us into deeper sleep. On most nights, we go through these stages four or five times.

Most dreaming takes place during the fourth stage, which is called REM. REM sleep lasts from five to twenty minutes at a time. During REM sleep, the body is so limp that if anybody tried to wake you up, you would [illegible] able to move for quite a [illegible]

5 **Word Opposites** Match each word at the left with the word that means the opposite. Note how the first one has been done.

always clear
anger
brand new
change
children
clear
grew
saved
sea
ugly

1 clouds
2 cute
3 joy
4 men and women
5 never
6 shrank
7 sky
8 spent
9 stay the same
10 used

☆ ☆ ☆ ☆ ☆ A GOLDEN OLDIE ☆ ☆ ☆ ☆ ☆

Title: Basic Skills with Math
Author: Jerry Howett
Publisher: Cambridge Book Company, 1980
Available: Robert Kirk, 1225 Cardero St., Apt. 510, Vancouver, B.C. V6G 2H8 (Telephone: (604) 684-4881)
Reviewed by: Laurie Gould, Vancouver Community College, KEC

The Cambridge *Basic Skills with Math* series published in 1980 is still cited as one of the best series available for use with Fundamental level students. It consists of four workbooks: *Basic Skills with Whole Numbers*, *Basic Skills with Fractions*, *Basic Skills with Decimals and Percent*, and *Basic Skills: A General Review*. The last of these is useful for those students who simply require a basic review and not the comprehensive practice available in the other three. Some instructors feel this book is the best in the series.

Teachers recommend this series for a number of reasons. The layout is attractive and appropriate for adult learners and the approach works well in either individualized or group study programs.

Each book contains a pre-test to assess areas of weakness and strength. A Skill Chart then indicates the page on which to begin work. Step-by-step instructions are followed by numerous practice exercises on each sub-skill.

The word problems are based on real life adult situations and a final review test is included in each book. Students are often able to work independently because the instructions are straight-forward and the readability of the word problems is low. Answers to all exercises are in the back of the book.

There are some weaknesses in this series, however. Teachers say they would like to see more work on reading, writing, and rounding whole numbers and decimals, as well as some work on estimating. They complain that the word problems too often offer practice on just one operation and do not build on previously learned skills. Also because the series is American, very little metric work is included. Teachers also identify the explanations in the percent sections as confusing and overly complicated. Finally, students need to be cautioned that a few of the answers in the back of the books are incorrect.

Despite these drawbacks, many instructors and students say this is the clearest and most comprehensive math series they've encountered.

NEWS FLASH

NewsReader is a new weekly feature in *The Province* newspaper created especially for literacy students. News stories are selected and adapted weekly by Joan Acosta and Laurie Gould. The open format of the page is designed to encourage beginning readers to tackle a daily newspaper.

RECOMMENDED LITERACY MATERIALS REVIEW

Title ______________________________

Author ______________________________

Publisher ____________________ Copyright Date ____________

Where is it available? ____________________

Level (please circle)

*Basic (Grade 0-3) **Functional (Grade 4-6) ***Independent (Grade 7-9)

Please be as specific as possible in describing the material. If reviewing print material, please attach a photocopy of the table of contents and a sample page of the text to assist us in evaluating the material.

1. Describe the material ______________________________

2. How do you use it? ______________________________

3. Why does it work with learners? ______________________________

4. What are the weaknesses, if any? ______________________________

Please feel free to elaborate on any aspect of this material. Use the other side of this form for additional comments. Submissions should be sent to:

Joan Acosta
Capilano College
2055 Purcell Way
North Vancouver, B.C.
V7J 3H5

Recommended by: ____________________ ____________________

(name) (institution)

THE LITERACY MATERIALS BULLETIN

②
Fall 1990

This is the second issue of the Literacy Materials Bulletin. We have received approval for cost-shared funding for this project from the B.C. Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat.

As promised in the last bulletin, we have tried to include a number of materials with Canadian content in this issue.

We hope to review some computer software as well as materials designed for workplace literacy programs in the next issue.

We know teachers want to have some idea of costs, so we have tried to include more prices in this issue. Please note that these may be subject to change.

If you want to have a look at any of the materials mentioned in this bulletin, you can do so by contacting the Centre for Curriculum and Professional Development. The materials are available on a loan basis for a period of one month. They will circulate for six months after the bulletin is published and will then be removed and replaced by materials reviewed in the next bulletin.

If you wish to borrow any of the materials reviewed here, contact:

Sally Coates-Crews
Centre for Curriculum and
Professional Development
Fifth Floor
1483 Douglas Street
Victoria, B.C. V8W 3K4
Tel: (604) 387-9628
Fax: (604) 387-9142

When ordering, please specify that it is a material from the Literacy Materials Bulletin.

There will always be a complete set of all the materials at the Adult Literacy Contact Centre for those of you who want to look at them there.

We would like to thank the teachers who sent in reviews of materials after the last bulletin. We will be reviewing and field testing these materials in the next few months.

We continue to need input from the field. Please send us a review of any material you think would be useful to others. You can use the form provided on the last page.

Joan Acosta
Chairperson

Literacy Materials Committee

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Capilano College
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RESOURCE PERSONS:

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Ministry of Advanced Education
Training, and Technology
387-6174

Thomas Quigley
Vancouver Public Library
665-3594

Gum Shoes
Fade-Outs
Peach Fuzz
Claws & Feathers
After Midnight
Players
Gray Beards
Team Work
Illusions

Title: Optima Large Print Edition Fastback Anthologies
Author: Multi-authored
Publisher: David S. Lake Publishers, 1989
Available: Fearon-Janus, 500 Harbor Blvd,. Belmont, California 94002 Tel: (415) 592-7810
Price: Set of 10 books $126.75 (US)
Sincle copy $13.50 (US)
Reviewed by Linda Hackett
Level: Functional (4-6)

The Fastback Series of stories by Fearon Education reviewed in the first Literacy Materials Bulletin (Spring 1990), is also available in a format other than the original small, single story paperbacks. The publisher has grouped the most popular Fastback and Double Fastback titles by theme and created ten 144-page anthologies.

The print used in this edition is large and readable, making it ideal for elderly or somewhat sight-impaired learners who require highly visible text.

Learners who reviewed both the Fearon and Lake editions reported that while the Fearon books were more interesting-looking, the Lake versions give the new reader a positive feeling of having "graduated" to a hardcover book.

Title: Canadian Lives Series
Author: Multi-authored
Publisher: Fitzhenry & Whiteside, 1989
Available: Fitzhenry & Whiteside, 195 Allstate Parkway, Markham, Ontario, L3R 4T8 Tel: (416) 477-0030. FAX: (416) 477-9179
Price: Individual Biographies 5 book pack (same title)$26.95 Single copies $6.95
Group Biographies 5 book pack (same title)$34.95, Single copies $8.95
Reviewed by: Joan Acosta
Level: Functional (4-6)

The *Canadian Lives* series features profiles of Canadian men and women who are well known for their work in the arts, entertainment, sports, politics, business, and other professions.

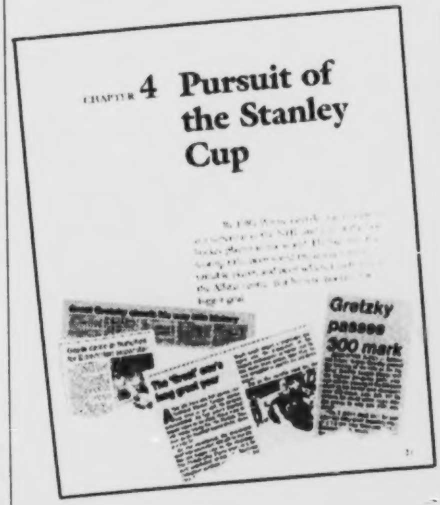
The books are published in two formats: individual biographies and group biographies which feature four profiles with a thematic link.

The individual biographies include David Suzuki, Laurie Graham, Wayne Gretzky, Karen Kain, Robert Bateman, Bryan Adams, Jeanne Sauve, and Brian Orser.

Titles of the group biographies are: *Swimmers, Kids' Writers, Bravery, Entrepreneurs, Painters, Pioneers, Track and Field,* and *Musicians.*

The books in this series were developed for junior secondary students and for this reason place particular emphasis on the subjects' formative years including descriptions of childhood memories and early conflicts and challenges.

A diversity of reading materials is scattered throughout each book.



CHAPTER 4 Pursuit of the Stanley Cup

Gretzky passes 300 mark

Newspaper clippings, childhood letters, sketchbook captions, and letters link reading to the outside world. In addition, the use of sidebars, bold captions, and photos make the pages visually interesting.

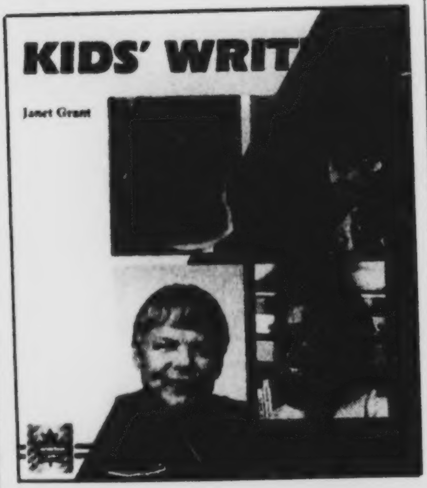
Several titles were field tested with students with reading levels of about Grade 4-7.

Students generally found the reading level challenging, but not overwhelming. Some groups just read the stories; in other cases teachers designed exercises to accompany the stories.

Teachers found the books useful for vocabulary building and as a catalyst for discussion.

Both teachers and students liked the personal anecdotes and Canadian content.

Note: The Teachers' Guide for this series was not field tested.



Tracking Bigfoot

Ellis Wright stopped dead in his tracks. He couldn't believe it. But there they were. They looked like 13 human footprints, only much larger. Wright stared at the prints in wonder. Who made them? And why were they here in a desert in New Mexico?

Wright put together a **research team**. He acted as the guide. The team studied each footprint. The prints seemed to have come from some giant human. But when were they made? And, more importantly, who or what made them?

Title: The Great Series
Author: Henry Billings and Melissa Stone
Publisher: Steck-Vaughn, 1990
Available: Educational Resources, #109 - 8475 Ontario Street, Vancouver, B.C. V5X 3E8
Tel: (604) 324-9717
Price: Single copy $7.75
Reviewed by: Andrew Kennedy
Level: Functional (4-6)

The Great Series includes four high interest, low reading level books. The book titles are: *Great Disasters, Great Rescues, Great Escapes*, and *Great Mysteries*.

Each book in the series has 12 four to six page stories presenting historical accounts of events, including photographs and illustrations, followed by two pages of exercises.

Only two of the stories have Canadian subject matter -- The Springhill Mining Accident and Wilderness Survival (49 days in the Yukon). Most of the rest are American. The stories are told in a narrative style with mostly simple sentence structure. Key words are highlighted in bold, within context, and a simple definition is given in the glossary at the end of each book.

The exercise pages use activities to test the student's comprehension of the story, to build vocabulary, and to practise writing.

This is not a progressive reading series, but is designed to supply the practice that students at low reading levels need. No teacher's manual is provided, but one is not necessary. Students can score exercises and check progress on their own from the answer key at the end of the books.

The books are attractive, cleanly-presented reading material. Students in a Camosun College Basic Skills class gave their approval to the look of the books, to the content and to the "easy" exercises. In combination with other materials these books can provide interesting reading for students.

Title: Hello Cities Canadian Rainbow Series
Author: Alma Schemenauer
Publisher: GLC Silver Burdett, 1986
Available: Ginn Publishing, 3771 Victoria Park Avenue, Scarborough, Ont. M1W 2P9 Tel: (416) 497-4600
Price: 16 book set $98.95 (hardcover), $65.95 (softcover) Individual copies $6.50 (hardcover) $4.50 (soft)
Reviewed by: Lorraine Fox
Level: Basic (0-3)

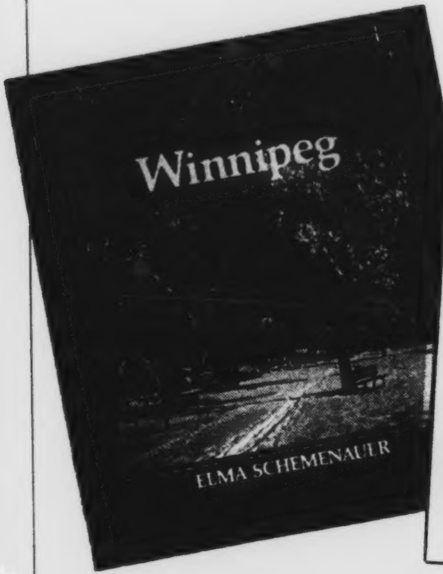
The Canadian Rainbow Series includes a collection of 16 books called *Hello Cities*. Each book presents a major Canadian city with full color illustrations and an authentic "you are there" presentation.

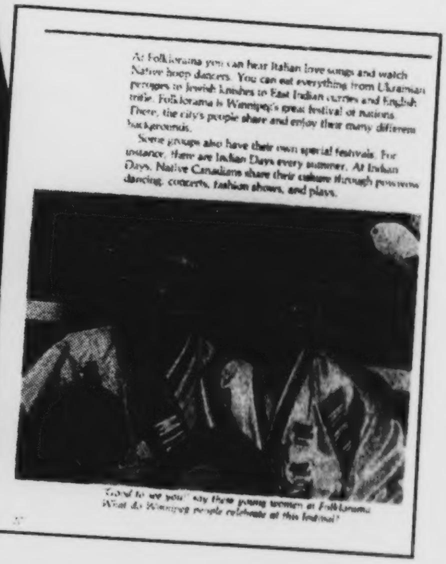
The *Hello Cities* books come with a Teacher Resource manual. They can be used to plan lessons of a social studies nature as well as for spontaneous reading.

These books work with learners because of their attractiveness, and the fact that people, young or old, can usually relate to at least one particular city. The reading level is such that low level readers can feel comfortable in their ability to understand the reading, with little assistance required.

Hello Cities was well received by my learners, and it is their opinion that for the native learner, the books contain good visuals. They also found it useful to have each city presented individually, instead of in the format of a history book. My learners said that had the cities been presented as a regular text, it would not have attracted them in the same manner.

I plan to use these books in tutoring situations as well as in individual unsupervised study.





At Folklorama you can hear Italian love songs and watch Native hoop dancers. You can eat everything from Ukrainian perogies to Jewish knishes to East Indian curries and English trifle. Folklorama is Winnipeg's great festival of nations. There, the city's people share and enjoy their many different backgrounds.

Some groups also have their own special festivals. For instance, there are Indian Days every summer. At Indian Days, Native Canadians share their culture through powwow dancing, concerts, fashion shows, and plays.

"Good to see you!" say these young women at Folklorama. What do Winnipeg people celebrate at this festival?

Title: The New Start Canada Series
Author: Multi-authored
Publisher: East End Literacy Press
Available: Pippin Publishing Ltd. 150 Telson Road, Markham, Ontario. Tel: (416) 513-6966 Fax: (416) 513-6977
Price: Single copies $3.95-$5.95 Sample set with one each of six titles $25.00
Reviewed by: Laurie Gould
Level: Basic (0-3)

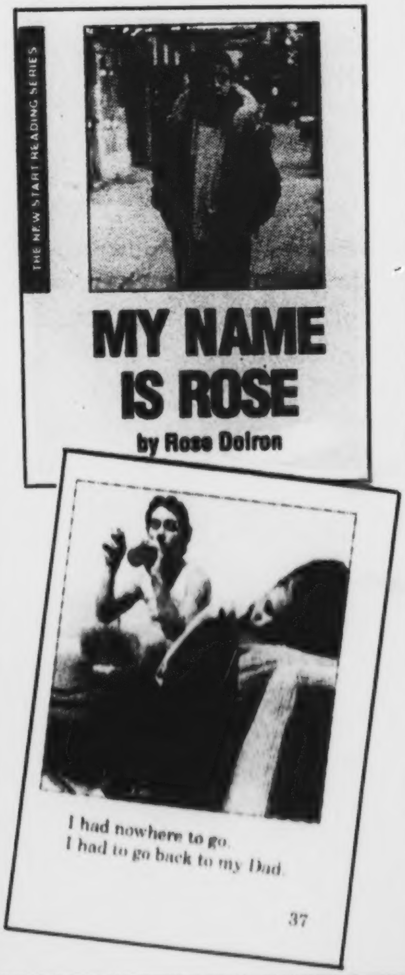
The *New Start Reading Series* is a set of five books written by adult learners at the Toronto East End Literacy project. Four of them tell the individual stories of learners. They touch on subjects such as physical abuse, racism, sheltered workshops, and crime. The fifth book, *Working Together*, shows how East End Literacy learners helped each other learn to fill out forms.

The most popular of the series is *My Name is Rose*. Rose tells how she grew up in an atmosphere of physical violence that continued in her adult relationships with men. With the help of people who care for her, she breaks the pattern and builds a happy life. It is a moving story.

The other titles in the series are *Raised up Down South, New Years 1960*, and *Getting Along*. The message running through all the stories is the importance of friendship and of working together.

The books are small, a little wider than a pocket book, and contain photographs or drawings that dramatize the story. The print is large and there are only a few sentences on each page.

Students enjoy the stories because they are written by people like themselves and deal with subjects that are very real to them. The books can be used for free reading or in a more structured situation. They spark much discussion and often trigger students to write their own stories.



Title: Learning About the Law
Authors: Ann Hinkle, June Dragman, Maggie Trebble
Publisher: Law Court Education Society of B.C./ Public Legal Education Society. 1990
Available: Law Court Education Society of B.C., Suite 219, 800 Smithe Street, Vancouver, B.C. V6Z 2E1. Tel: (604) 660-2919 OR Public Legal Education Society of B.C., Suite 150, 900 Howe Street, Vancouver, B.C. V6Z 2M4. Tel: (604) 688-2565
Reviewed by: Loraine Wong
Level: Functional (4-6)

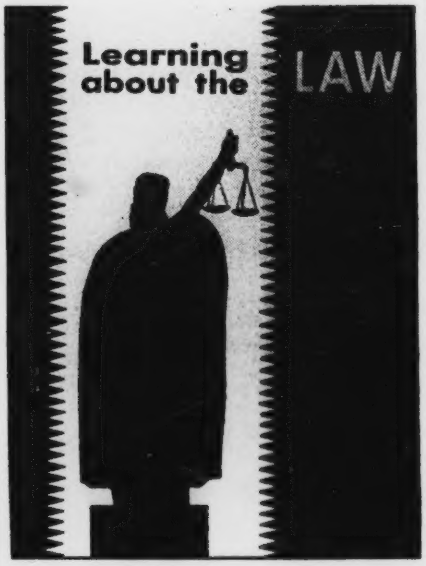
Learning About the Law is an informative and valuable guide for students learning about B.C.'s laws and legal system. Although the book was written for ESL students, it is very appropriate for use in literacy classes.

The book contains valuable, relevant material, and the writers have done a good job of simplifying very complicated legal language. Much of the material first appeared in legal supplements in *The Westcoast Reader.*

The book contains a good mixture of graphics and text, with lots of large, bold print. There are seven chapters, each forming a nice "unit" of information, factual examples, and human interest stories. Students especially like the "help line" at the end.

Learning About the Law was field tested in both literacy and ESL classes. In most cases, a fair amount of time was spent developing the vocabulary before reading the text. The reading level of the classes ranged from Grade 3-6 and while some students had difficulty, the pre-teaching enabled them to follow the text. The articles and stories lead naturally to discussions of personal experiences and ways to avoid problems in the future. Instructors were very favourable in their comments, but there were several suggestions for the addition of study questions, discussion notes, and glossaries.

Single copies of the book are available free of charge to literacy teachers and tutors. ESL teachers may order class sets.



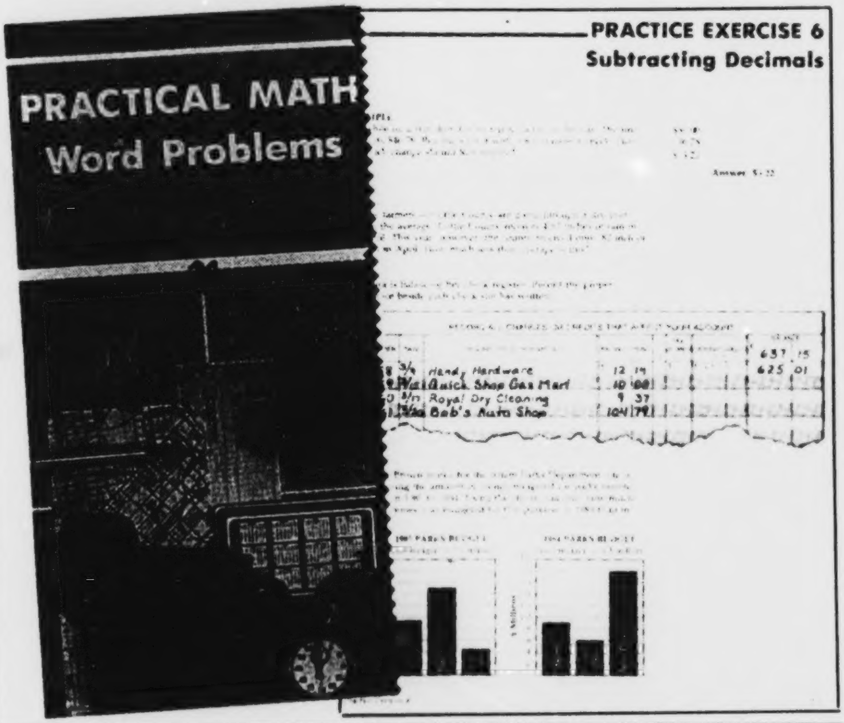
Title: Practical Math Word Problems
Author: H. Lewis Watkins
Publisher: Steck-Vaughn Company, 1985
Available: Educational Resources, #109 - 8475 Ontario Street, Vancouver, B.C. V5X 3E8
Tel: (604) 324-9717
Price: $7.95
Reviewed by: Loraine Wong
Level: Independent (7-9)

Practical Math Word Problems is a well-organized, thorough resource book for math students at the Fundamental/Intermediate (Grade 8-10) level. The pages are nicely laid out with good graphics and illustrations, especially in the geometry section. Pre-tests and mastery review exercises help identify and test problem areas. An answer key and appendix of helpful math facts are included at the back.

The word problems are adult-oriented and deal with real-life situations. The material is modern and the prices and interest rates used are realistic, so students can easily relate to the situations. There is a good range of math topics, with special sections on how to solve word problems as well as two-step and multiple-step problems.

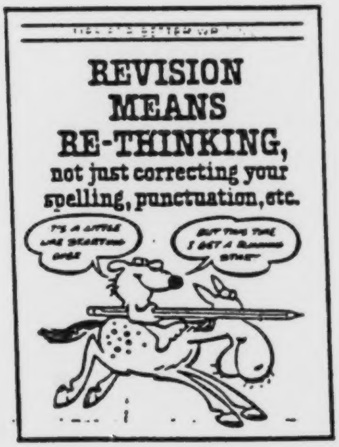
Each exercise includes an example problem and explanation to guide the student through the work. As these explanations are somewhat brief, the book would be useful as a supplemental resource, not as a core text for the program. Also, the book is American and, therefore, does not deal with metric measurements.

Literacy students found the reading level difficult, but there are sections that could be adapted. Students at a higher reading level gave the book good reviews and appreciated working with more up-to-date material.



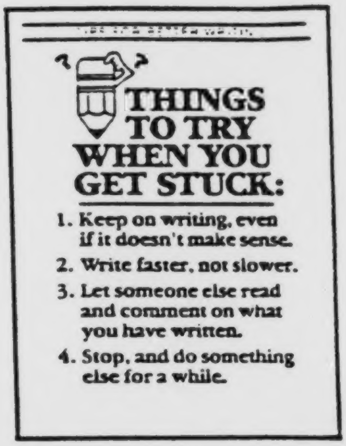
Title: Creative Writing Posters (#176-187)
Available: Good Stuff, P.O. Box 369, Milton, Ontario L9T 4Y9
Price: Set of 12 poster $53.45
Individual poster $4.75
Recommended by: Cindy Onstad, Vancouver Community College
Reviewed by: Laurie Gould

Here is a set of posters to brighten up your classroom or learning centre. *Creative Writing Posters* offer amusing encouragement and specific suggestions about the writing process. Most posters have tips for better writing and a colorful animal cartoon. For example, under a caption that reads "Never fall in love with your first draft", an amorous lion clutches some papers that tell him "No please...I'm not good enough for you." Another poster suggests, "Things to try when you get stuck." One particularly useful poster lists six steps in the writing process with short,


REVISION MEANS RE-THINKING,
not just correcting your spelling, punctuation, etc.

simple explanations for prewriting, writing, responding, revising, editing, and evaluating.

Students like the posters and say they are useful reminders of how to deal with the ups and downs of the writing process. The 19 by 25 inch posters are funny without being childish. They can be purchased individually or as a set of 12. There is a brochure available that shows each poster clearly.



THINGS TO TRY WHEN YOU GET STUCK:

1. Keep on writing, even if it doesn't make sense.
2. Write faster, not slower.
3. Let someone else read and comment on what you have written.
4. Stop, and do something else for a while.

Title: The Winds of Change: Indian Government
Author: Vivianne Plouffe, Kim Kissel, Sheila Thompson
Publisher: Riedmore Books, 1988
Available: Reidmore Books, 012 Lemarchand Mansion, 11523 -100 Avenue, Edmonton, Alberta T5K 0J8. Tel: 1-800-661-2859 Fax: (403) 482-7213
Price: $17.25
Reviewed by: Lorraine Fox
Level: Functional (4-6)

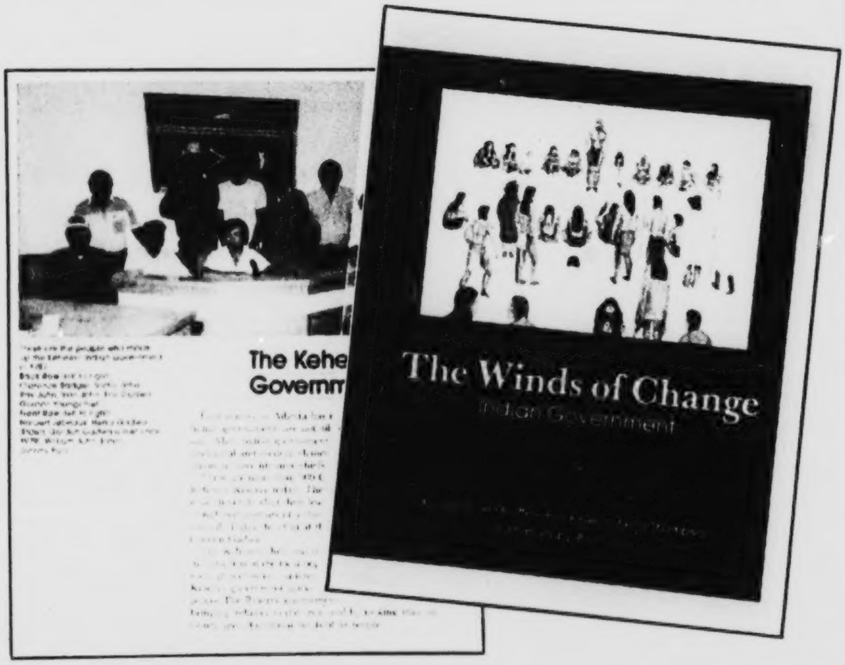
Winds of Change is attractively packaged in a glossy hard binding and contains hand colored illustrations as well as color and black and white photographs. It has a workbook format with six chapters, an alphabetized glossary of native and non-native terms, and a "What we have learned" section. At the conclusion of each chapter there are suggested activities and questions relating to that chapter.

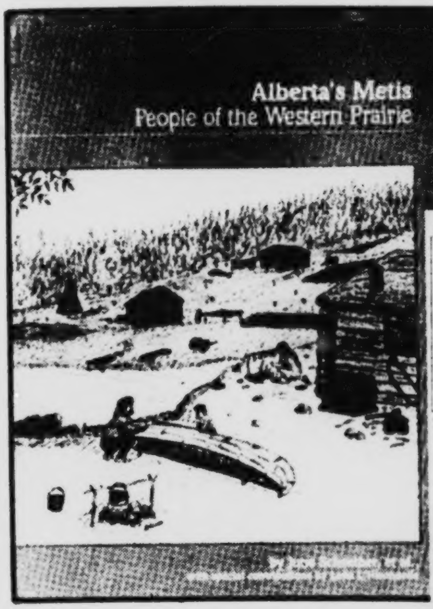
The book focuses on the political changes that have taken place on the Kehewin Reserve in Alberta. It describes the arrival and influence of the "Mooniyaw" or Europeans and the conflicts that led up to the signing of Treaty #6.

The book can be used as resource material and would be valuable in formulating theme units.

Winds of Change works positively with learners because of its attractiveness, clear statements without preaching, and interesting, innovative activities that can be used with native and non-native learners alike.

The only weakness expressed by my students was that the book was too short and some people wanted to know more.





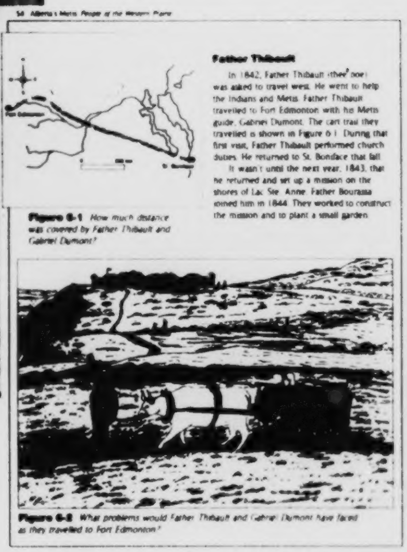
Title: Alberta's Metis: People of the Western Prairie

Author: June Schreiber with special contributions by Lena L'Hirondelle
Publisher: Riedmore Books, 1988
Available: Same as above
Price: $17.95
Reviewed by: Lorraine Fox
Level: Functional (4-6) Independent (7-9)

Alberta's Metis is part of the same series as *The Winds of Change*. It is also a hardback with a workbook format and a glossary of words at the back.

The book concentrates on the experiences of the Red River Metis from historical times to the present day. One of the devices used to learn about the Metis is through the personal story of an elder, Lena L'Hirondelle. The book also explores the history of the Metis and the fur trade through an exercise called "The Metis Guide Game." This game makes learning the historical facts much more interesting and provides some fun too.

Alberta's Metis can be used as resource material as well as to develop social studies theme units. Included are information gathering exercises, looking at documents, map reading, and describing information contained in photos.



54 Alberta's Metis: People of the Western Prairie

Father Thibault

In 1842, Father Thibault (thee' boe) was asked to travel west. He went to help the Indians and Metis. Father Thibault travelled to Fort Edmonton with his Metis guide, Gabriel Dumont. The cart trail they travelled is shown in Figure 6-1. During that first visit, Father Thibault performed church duties. He returned to St. Boniface that fall.

It wasn't until the next year, 1843, that he returned and set up a mission on the shores of Lac Ste. Anne. Father Bourassa joined him in 1844. They worked to construct the mission and to plant a small garden.

Figure 6-1 *How much distance was covered by Father Thibault and Gabriel Dumont?*

Figure 6-2 *What problems would Father Thibault and Gabriel Dumont have faced as they travelled to Fort Edmonton?*

Title: Fearon's World History

Author: Joanne Suter
Publisher: Fearon Education, 1990
Available: Fearon-Janus, 500 Harbor Blvd., Belmont, California 94002. Tel: (415) 592-7810
Price: Set of 10 books and Resource Binder $228 (US) Single copy $18.00 (US)
Reviewed by: Linda Hackett
Level: Functional (4-6)

Fearon's new *World History* is a traditional, comprehensive history of the Ice Age through world events of 1989, in a 519 page hardcover format. It is intended for use by a wide range of readers, including adult new readers and covers material required for GED testing.

Although some readers may find the overall size of this text daunting at first, the layout of the pages is approachable with generous margins, quietly effective illustrations and documentary photographs, and exceptionally clear time lines and maps.

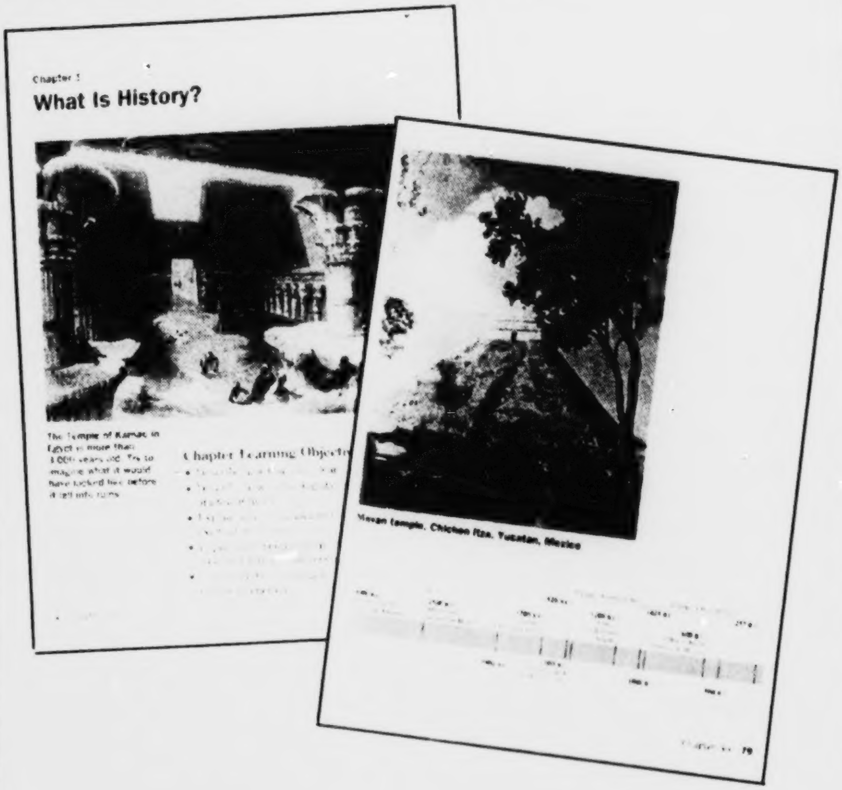
The treatment of the historical information is sympathetic to a variety of learning styles. On the one hand, the text is a narrative of economic and political movements. "Learning objectives" at the start of each chapter and summaries, exercises, and review questions following the chapters focus on the reader's recall of events and dates. But as well as this systematic workbook approach, the text is enriched by biographies, asides on aspects of culture, fictional accounts ("You are there"), thought-provoking margin notes, and open-ended questions — all of which encourage a holistic view and critical thinking.

The prose is informal in tone and is rated by Fearon at below Grade 4 in readability because of the use of controlled sentence length (Spache formula) and glossaries preceding each chapter so that advanced vocabulary can be "pre-taught." However, when field tested, it was found that the text was most comfortably read by functional level readers (above Grade 4).

As an American publication, *Fearon's World History* is quite balanced in its portrayal of the U.S. in modern world history. There is virtually no mention of Canada, however, or of recent events in Eastern Europe and the Middle East.

The book has been recommended by the committee because there is so little historical material written at a low reading level. However, as with many historical texts, it has a bias which is reflected in the selection of content and in the author's point of view.

Note: The classroom resource binder has not been field tested.



Chapter 1

What Is History?

The Temple of Karnak in Egypt is more than 3,000 years old. Try to imagine what it would have looked like before it fell into ruins.

Chapter Learning Objectiv

Mayan temple, Chichen Itza, Yucatan, Mexico

Each bulletin includes a guest review by someone with special expertise. Jean Bennett is a self-advocacy adviser with the British Columbia Association for Community Living.

Title: Let's Get Together
Publisher: East End Literacy, 1987
Available: Pippin Publishing Ltd.
150 Telson Road, Markham,
Ontario. M1J 3J1 Tel: (416) 513-6966. Fax: (416) 513-6977
Price: $5.95
Reviewed by: Jean Bennett
Level: Basic (0-3)

Let's Get Together was written and produced by students at East End Literacy as a guide for people who want to get more involved in their communities. The book weaves together comments from learners with specific descriptions of meetings and activities.

There is an excellent balance of graphics, photographs and white space. The large print makes the book accessible to learners. Lots of quotes from students who became active at East End Literacy give the book a very personal quality.

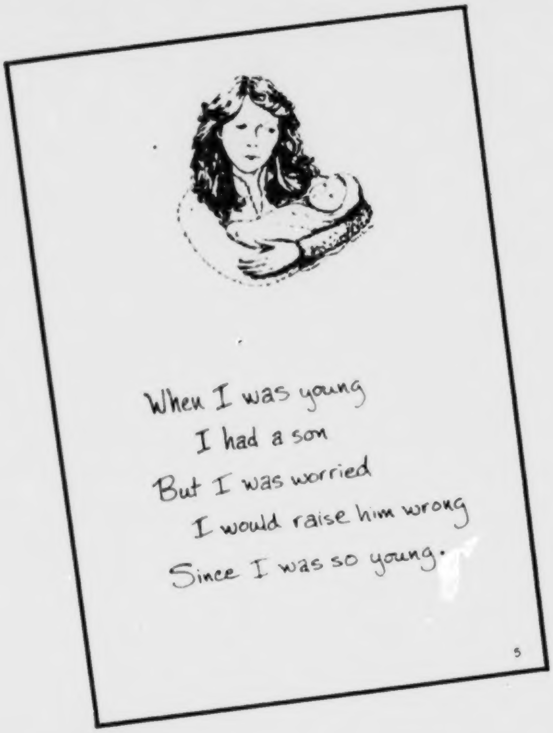
Two of the best chapters in the book describe how to run a meeting and how to plan a community event. The chapter on running meetings helps students understand the value of meetings in addition to explaining the specific purposes of an agenda, minutes, and a chairperson.

The chapter on planning an event contains step-by-step directions for planning a party. Readers can adapt the list quite easily to organize their own special events. This section is especially good because it provides an opportunity for students to try organizing independently.

Overall, *Let's Get Together* is an excellent resource for encouraging literacy students to get involved in their communities and to help organize Learner Events.

Let's get together

★★ GOLDEN OLDIES ★★



When I was young
I had a son
But I was worried
I would raise him wrong
Since I was so young.

5

Title: **Lonely Child**
Author: Linda Beaupre
Publisher: East End Literacy, 1983
Available: Pippin Publishing Ltd., 150 Telson Road, Markham, Ontario. L3R 1E5. Tel: (416) 513-6966 Fax: (416) 513-6977
Price: $3.95
Reviewed by: Barbara Bate
Level: Basic (0-3)

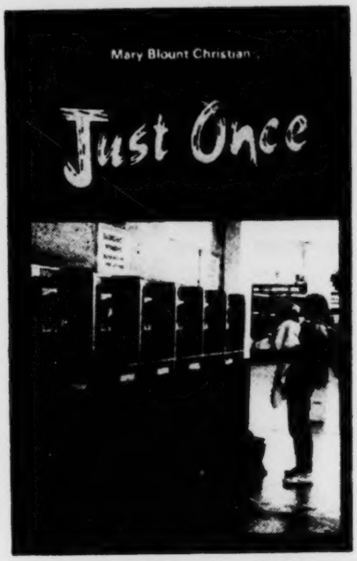
Lonely Child is the story of a young mother struggling with single parenthood. The author, Linda Beaupre, enrolled as a learner in East End Literacy, a community based reading centre in downtown Toronto. It was here that she was encouraged to write about her life experience. As a woman of 20 with a four-year-old son, she describes the fear, anguish, and loneliness of her responsibility.

This short story is presented in large handwritten print with plenty of white space. The text is well illustrated by Karen Suitor, who at the time of publishing was a freelance illustrator as well as a tutor with East End Literacy.

Lonely Child could span all reading levels. As a true story with strong human interest, it will help any reader to better understand the situation of young, single parenthood.

JUST ONCE
by Mary Blount Christian

cover of old edition



cover of new edition

Title: Just Once
Author: Mary Blount Christian
Publisher: New Readers Press, 1982
Available: Educational Resources, #109 - 8475 Ontario Street, Vancouver, B.C. V5X 3E8Tel: (604) 324-9717
Price:$6.50
Recommended by: Rene Merkel, Vancouver Community College
Reviewed by: Barbara Bate
Level: Functional (4-6)

Just Once is the story of a young wife and mother who is physically abused by her husband. As in most fiction, the plot is based on fact. The woman loves her husband and wants to make a home for him and their child, but at what cost? A quote from the jacket cover describes her conflict:

" Cora can no longer live with her husband's violent temper. She must take her baby and find a way to make it on her own."

In addition to wife abuse, issues of alcoholism, working wives, self-esteem, support systems, and child care are addressed. The book has 48 pages of large print with dramatic illustrations. Unfortunately, the reference to social services is American.

The following are comments from student reviewers:

" This book is an asset to those who don't know the seriousness of the problem, and it is good reading for those of us who know it exists but don't now how to help it."

" I liked it from the beginning right to the end. It's based on reality and makes a lot of sense."

Plans for another issue of *our own WORDS*

our own WORDS is a collection of writing by ABE students enrolled at B.C. colleges. The writing is divided into three levels: provinicial, advanced and intermediate, and includes poetry, personal experience stories, fiction and expository writing.

There have been two issues published so far and another issue is planned for this summer.

The first two issues have been very popular with both students and teachers.

Guidelines for submissions for the Summer 1991 issue have been mailed to ABE college instructors.

The deadline for submission to the editorial committee is March 8, 1991.

our own WORDS
Summer 1990
a collection of writings by Adult Basic Education students of British Columbia

RECOMMENDED LITERACY MATERIALS REVIEW

Title ____

Author ____

Publisher ____________________ Copyright Date ______________

Where is it available? ____________________ Level (please circle)

***Basic(Gr.0-3)** ****Functional(Gr.4-6)** *****Independent(Gr.7-9)**

Please be as specific as possible in describing the material. If reviewing print material, please attach a photocopy of the table of contents and a sample page of the text to assist us in evaluating the material.

1. Describe the material ____

2. How do you use it? ____

3. Why does it work with learners? ____

4. What are the weaknesses, if any? ____

Please feel free to elaborate on any aspect of this material. Use the other side of this form for additional comments. Submissions should be sent to:

Joan Acosta
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Recommended by: ____________________ ______________________________

(name) (institution)

THE LITERACY MATERIALS

BULLETIN

3

Spring 1991

We have added three new members to the Literacy Materials Committee. They are Paula Davies from the College of New Caledonia in Prince George, Maureen Stephens from Okanagan College in Kelowna, and Basha Rahn from the Adult Learning Program, Sooke School District. Linda Hackett of the Adult Literacy Contact Centre has resigned from the committee. We'd like to thank Linda for her contribution to the first two bulletins. Linda and the staff at the centre continue to support the work of this committee by housing a complete set of the materials reviewed in the bulletins and by maintaining our mailing list.

Sally Coates-Crews at the Centre for Curriculum and Professional Development reports that there has been a heavy demand by teachers and tutors for the materials from the last bulletin. At her suggestion, we have decided to put **two** copies of each material reviewed in this bulletin into the circulating collection.

If you wish to borrow any of the materials reviewed in this issue, contact:

Sally Coates-Crews
Centre for Curriculum
and Professional
Development
Fifth Floor
1483 Douglas Street
Victoria, B.C. V8W 3K4
Tel: (604) 387-6060
Fax: (604) 387-9142

The materials are available on a loan basis for a period of a month. When ordering, please specify that it is a material from the Literacy Materials Bulletin.

A complete set of the print materials from the three bulletins is available at the Adult Literacy Contact Centre.

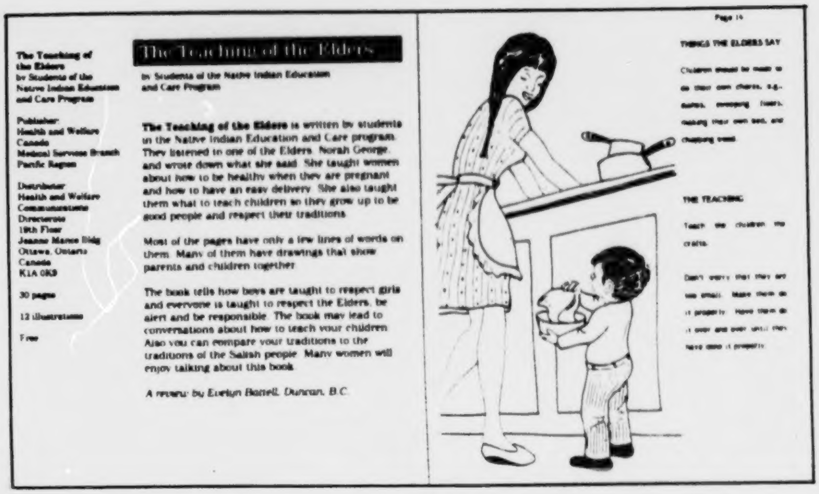
We continue to need your help. Please send us a review of any material you think would be useful to others. You can use the form provided on the last page.

Joan Acosta
Chairperson

Literacy Materials Committee

Joan Acosta
Capilano College
986-3945
Barbara Bate
Fraser Valley College
792-0025
Paula Davies
College of New Caledonia
561-5835
Lorraine Fox
Native Tutoring Centre
874-0664
Laurie Gould
Vancouver Community College, KEC
875-6111, local 498
Andrew Kennedy
Camosun College
370--3324
Basha Rahn
Sooke School District
474-2175
Maureen Stephens
Okanagan College
762-5445
Loraine Wong
Langley School District
534-0333

RESOURCE PERSON:
Thomas Quigley
Vancouver Public Library
665-3594



The Teaching of the Elders
by Students of the Native Indian Education and Care Program

Publisher:
Health and Welfare
Canada
Medical Services Branch
Pacific Region

Distributor:
Health and Welfare
Communications
Directorate
19th Floor
Jeanne Mance Bldg
Ottawa, Ontario
Canada
K1A 0K9

30 pages

12 illustrations

Free

The Teaching of the Elders

by Students of the Native Indian Education and Care Program

The Teaching of the Elders is written by students in the Native Indian Education and Care program. They listened to one of the Elders, Norah George, and wrote down what she said. She taught women about how to be healthy when they are pregnant and how to have an easy delivery. She also taught them what to teach children so they grow up to be good people and respect their traditions.

Most of the pages have only a few lines of words on them. Many of them have drawings that show parents and children together.

The book tells how boys are taught to respect girls and everyone is taught to respect the Elders, be alert and be responsible. The book may lead to conversations about how to teach your children. Also you can compare your traditions to the traditions of the Salish people. Many women will enjoy talking about this book.

A review by Evelyn Bonell, Duncan, B.C.

Page 14

THINGS THE ELDERS SAY

THE TEACHING

Teach the children the crafts.

Title: Telling Our Stories Our Way
Publisher: Canadian Congress for Learning Opportunities for Women
Available: CCLOW, 47 Main Street, Toronto, Ontario M4E 2V6
Telephone: 416-699-1909
Price: $23.54 (shipping, handling, GST, included)
Reviewed by: Joan Acosta
Level: Functional (Grade 4-6)

Telling Our Stories Our Way is a resource guide to Canadian literacy materials for women. It features reviews of 49 selected books and pamphlets of special interest to women who are learning to read. Many of the materials chosen reflect a feminist perspective.

The materials were selected by volunteer literacy workers and staff from the Canadian Congress for Learning Opportunities for Women. The reviews were written by students, by literacy workers, and by literacy workers and students together.

The aim of the project was "to find and review the best Canadian materials for women that are now available and to bring this information together in one book."

A wide range of materials was reviewed including health information, photostories, personal accounts, biographies, and poetry. The layout is open and easy to read. Each review is accompanied by a sample page of the publication as well as detailed ordering information.

Students who fieldtested the book particularly liked the amount of student participation evident in the reviews. Several teachers, however, noted some unevenness in the reviews. They preferred the reviews which provided some critical analysis to those which simply gave a synopsis of the content.

Overall reaction was positive and a number of people asked, "When is the next edition coming out?"

Title: Let's Celebrate! Canada's Special Days
Author: Caroline Parry
Publisher: Kids Can Press Ltd., 1987
Available: Any bookstore
Price: $14.95
Reviewed by: Basha Rahn

This book about celebrating Canada's special days is divided into six parts. It begins with a section on calendars of the world. The next four parts, according to season, describe festivals of these seasons. The last section is about Muslim special days. The celebrations include birthdays of people, places and events, religious or ethnic holidays, and changes of the seasons. There are illustrations on every page as well as games, crafts, science experiments, recipes, poems, and riddles interspersed with the main text.

Let's Celebrate is an excellent resource for instructors wanting to include celebrations into any cultural, social or religious theme. There are occasions for all of us to remember, renew or explore our roots and incorporate old customs into present-day life in Canada.

A strong feature of the book is its emphasis on the ways these holidays are celebrated across Canada, with differences from province to province.

An instructor in a native program commented that her students liked the fact that the book included special days of many cultures, not just native celebrations. The multicultural mix offered in *Let's Celebrate* helps to make this a rich resource for Canadian holidays.

One weakness of the book is that although the tone, games, jokes, and some projects are for younger people, the level of the text for independent reading is for a more advanced reader. For this reason, we recommend it as a resource for instructors or for independent readers (Grade 7-9) who have children with whom to share some of the activities.

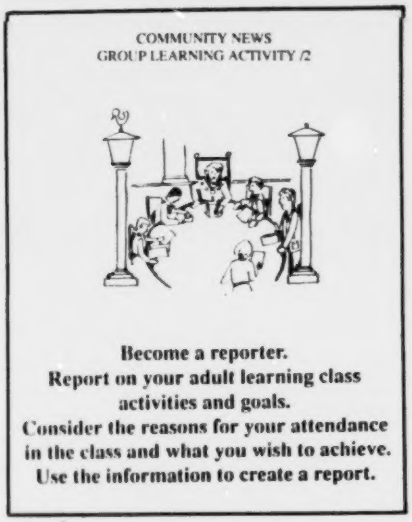
The main course

Canadian Thanksgiving

Title: NewsAble
Authors: Ruth Cairns, Harvey Robson
Available: Ontario Community Newspaper Association, Box 451, Oakville, Ontario L6J 5A8
Telephone: 416-844-0184
Fax: 416-844-2769
Price: $40.00 plus GST, postage, handling
Reviewed by: Barbara Bate
Level: Functional (Grade 4-6)

NewsAble is a resource guide for teaching literacy through a community newspaper. The guide is 57 pages, packaged in an attractive three-ring binder with sections on the following: The Front Page, Community News, Display Ads, Sports in the News, Food Ads, Photographs, Editorial/Opinion, Statements to the Press, Real Estate Announcements, Classified Ads (Services and Articles for Sale, Cars for Sale, Employment). Each section is preceded by a set of suggested activities aimed at stimulating, guiding, and reinforcing learning.

NewsAble is intended for use by classroom teachers and/or volunteer tutors. An independent level learner (Grade 7-9) could work through the program with minimal supervision. Individual and group activities are color coded for convenience, and pages are easily removed for photocopying.



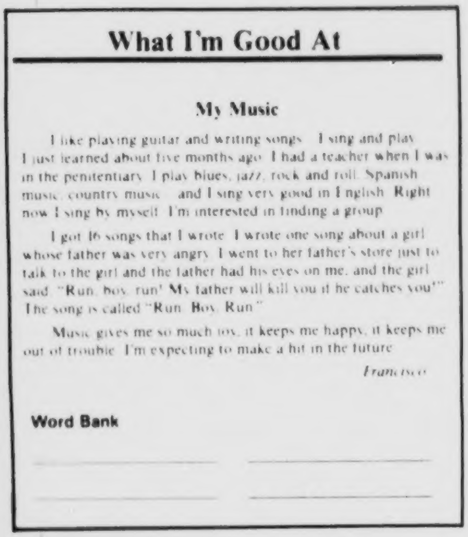
COMMUNITY NEWS
GROUP LEARNING ACTIVITY /2

Become a reporter.
Report on your adult learning class activities and goals.
Consider the reasons for your attendance in the class and what you wish to achieve.
Use the information to create a report.

A criticism of the guide is the amount of paper used in the production. Many pages are printed on one side with half a page or less of print. A second criticism is the extent of repetition in each section.

Comments from literacy instructors/tutors/learners

- *"Refreshing, new, and creative ideas with a variety of life skills exercises. The manual covers all aspects of the newspaper."*
- *"Reading level is geared to the more advanced literacy student."*
- *"The manual is not new since we use* The Westcoast Reader, *but* NewsAble *does have a continuity that the* Reader Notes *don't have."*
- *"New tutors who want more direction liked the step-by-step approach. Students liked newspaper study and enjoyed the activities."*



What I'm Good At

My Music

I like playing guitar and writing songs. I sing and play. I just learned about five months ago. I had a teacher when I was in the penitentiary. I play blues, jazz, rock and roll, Spanish music, country music ... and I sing very good in English. Right now I sing by myself. I'm interested in finding a group.

I got 16 songs that I wrote. I wrote one song about a girl whose father was very angry. I went to her father's store just to talk to the girl and the father had his eyes on me, and the girl said, "Run, boy, run! My father will kill you if he catches you!" The song is called "Run, Boy, Run."

Music gives me so much joy, it keeps me happy, it keeps me out of trouble. I'm expecting to make a hit in the future.

Francisco

Word Bank

Title: Getting Started With Experience Stories
Author: Joan Barasovska
Publisher: New Readers Press, 1988
Available: Artel Educational Resources, 5528 Kingsway, Burnaby, B.C. V5H 2G2
Telephone: 435-4949
Price: $6.50
Reviewed by: Loraine Wong
Level: Functional (Grade 4-6)

This compact guide is useful to both instructors and learners in a variety of literacy programs. The opening description of an experience story outlines clearly what is involved in both philosophy and procedure. For beginning instructors or tutors, the why's and how's are logically presented and explained, giving the confidence to try a new learning activity. (Especially when used with the language experience chapter in *A Guide For Tutoring Adult Literacy Students* or any of the Frontier College video segments.) Experienced instructors may also find a few new ideas in this opening section which lists follow-up activities such as word banks and spelling/ reading/ writing strategies that would work in whole class, learning centre, or tutoring situations.

The second section of the book contains student stories, arranged thematically. While the stories are not as meaningful to students as their own stories, the topics covered are ones that all students can identify with: What I'm Good At, About Reading, How I See It, Love and Heartache, Our Children, and Where I've Been. This section also has a list of "workbook activities" such as places for word banks, lists of "story starters" (ideas to get students started writing their own stories), and spaces to write out the stories, possibly creating a student journal.

The book does have some shortcomings, however. There are no graphics, and some of the pages are long and heavy in the amount of print. Several of the stories are very American, and might not be as useful as others.

In spite of these drawbacks, the instructors, tutors, and learners who sampled this book were enthusiastic about the possibilities it presented and felt it would be a useful supplement to their programs.

Title: When I am an Old Woman I Shall Wear Purple
Author: Multi-authored
Publisher: Papier Mache Press
Available: Any bookstore
Price: $13.95
Reviewed by: Paula Davies
Level: Independent (7-9) or any level if read to the learners

This lovely collection of poems and short stories explores the complex process of aging. For the most part, the authors and subjects are women and they examine old age and their thoughts and feelings on the subject from that point of view. This perspective might raise concerns about the applicability of the book for classrooms with both male and female students. However, the sometimes tearful, often humorous, profoundly tragic, and exuberantly joyful examination that this collection offers of ourselves, our mothers, our aunts or our sisters advancing through old age is an intensely moving one.

The text is not written for literacy-level learners. This fact makes it an even more exciting choice, as literacy-level adults can see themselves reading and discussing 'real' literature. Depending on their independent reading level, chosen selections from this book may have to be read to the learners, but the rich and full discussion that is generated by the text provides a wonderful spring board for further reading and writing.

Comments from student reviewers:

- *"I have an incontinent father and I know what it is like."*
- *"I think they are neat....these little poems. They talk about love and feelings and things you think about."*
- *"I liked 'A Place for Mother.' When I was looking for daycare for my daughter, I had a long list of questions I used to check them out. I hope she'll be as careful when she's looking to put me somewhere."*

Reviewers also noted that the content of the collection sparked some good discussions on cross-cultural attitudes towards aging parents and the elderly.

The book is a cornucopia of useful material and is a real steal at the price.

A Place for Mother

Joanne Seltzer

PRELIMINARY ADVICE

Remember how you once went shopping
for the right nursery school
and when the teacher asked you
if your child was toilet trained
you lied and said she was.

Use the same strategy
in shopping for a nursing home.

Later—when you are told
of Mother's incontinence—
you will clench your fist and shout:
"What have you done to my mother?"

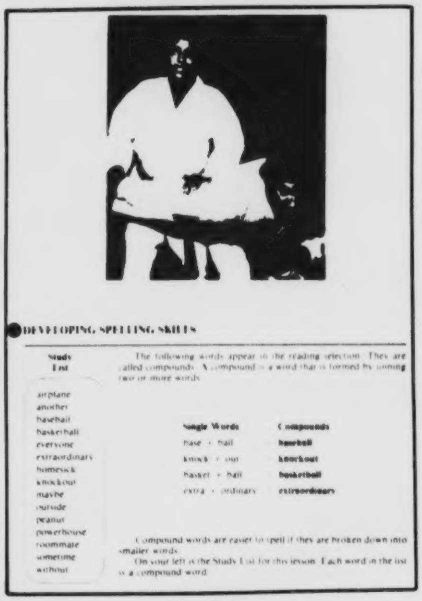
From *When I am an Old Woman I Shall Wear Purple*

Title: The Spell It Out Series: Books 1-4
Author: Phillip K. Trocki
Publisher: Globe Modern, 1987
Available: 3771 Victoria Park Avenue, Scarborough, Ontario M1W 2P9 Tel: 1-800-263-4005
Fax: (416) 497-3637
Price: $11.90
Recommended by: Anne Lyle, College of New Caledonia
Reviewed by: Andrew Kennedy
Level: Functional (4-6)

The *Spell It Out* series, first published in 1985, consists of four reading and spelling text/workbooks. Each workbook includes 20 reading and spelling lessons.

The reading lessons present a short non-fiction story about a topic of general interest or about a personality. The stories are written in a descriptive style that can occasionally be wooden and confusing. Also, some of the stories have become dated.

The spelling lessons present a rule or pattern and a study of 15 words. The lessons, with few exceptions, are well presented and deal with the learning of spelling skills on a step-by-step basis. The spelling skills drills provide for practice and repetition of the same words. Various other exercises provide for reviewing the reading, recalling facts, writing an opinion, using spelling words, and finding the



DEVELOPING SPELLING SKILLS

Study List

airplane
another
baseball
basketball
everyone
extraordinary
homesick
knockout
maybe
outside
peanut
powerhouse
roommate
sometime
without

The following words appear in the reading selection. They are called compounds. A compound is a word that is formed by joining two or more words.

Single Words	Compounds
base + ball	**baseball**
knock + out	**knockout**
basket + ball	**basketball**
extra + ordinary	**extraordinary**

Compound words are easier to spell if they are broken down into smaller words.

On your left is the Study List for this lesson. Each word in the list is a compound word.

incorrectly spelled words. Because the readability of the instructions is low, most students can use the books independently. The spelling units, in particular, could also be used at the intermediate level.

The series is presently being used as foundation or supplementary material in a number of individualized and group study programs. Many students and teachers like the combination of spelling and reading and enjoy the books for the content and the variety, e.g., games opinions, questions, and writing. However, others felt the stories are of low interest and that there are too many exercises.

The series was developed for high school students and the stories progress from a Grade 3 to 7 reading level, but the layout of the books is appropriate for adult learners. A teaching guide, which is mostly an answer key, is available for the series.

Overall, *Spell It Out* presents a combination of spelling and reading that can allow the reluctant speller to develop a more positive attitude toward spelling.

✶✶ GOLDEN OLDIE ✶✶

Title: In Search of April Raintree
Author: Beatrice Culleton
Publisher: Pemmican Publications, 1983
Available: 1412 MacGregor Street, Winnipeg, Manitoba R2W 4X5
Telephone: (204) 589-4351
Price: $6.95
Reviewed by: Lorraine Fox

This story reveals to the reader the implications of adoption and fostering in relation to native children in Canada.

April and Cheryl Raintree are two Metis children who are dislocated from home and family and introduced into the child welfare system. We learn of the problems these children face in dealing with foster homes and separation from each other. The author writes descriptively and we are able to understand and feel the sadness and joy of April and her sister.

Although we are made aware of many negative aspects of this social problem, there is a positive thread which runs through the story and tells of the incredible strength and courage of these two Metis children. Beatrice Culleton has done an excellent job in enlightening us about this sensitive topic.

This book could be incorporated into an English curriculum, a native studies program or as material for a book report. The story works well with native learners as many have shared the same experiences and it makes for good classroom discussion.

One weakness expressed by some students is that the book is too lengthy for new readers and some of the language may be difficult.

★★★★★★★★★★★★★★★★★★★★

For this bulletin, we have replaced our usual guest review with a summary of a policy paper on computers and literacy instruction written by the Computers and Literacy Committee of the Metro Toronto Movement for Literacy.

The policy paper was the response to a need shown by literacy practitioners in Ontario for guidance in sorting through a vast array of available software programs. Planks in the platform can be summarized as follows:

- Computers should be used to creatively challenge learners and literacy workers/tutors while enhancing traditional tutoring techniques. This means choosing software which is tutorial-based, software which encourages creative writing and problem-solving, and software that requires more than merely pressing buttons or filling in blanks, wherever possible.
- Secondly, the use of computers should never compromise the learner-centered approach. Literacy workers should make sure that software is appropriate to the age, culture and socio-economic background of the learner.
- Software should address the needs that motivate students to involve themselves in a literacy program, and the software should be user-friendly, reducing technological barriers to learning through efficient programming. Authoring capabilities, for example, make software especially helpful, enabling instructors and learners to base computer activities upon their own written material.
- Computers should help learners to enhance and develop both new and existing skills. Used appropriately, computers in literacy instruction can simplify labour-intensive tasks, can drill and strengthen specific skill areas, and can help learners progress toward using software at work and in personal applications. Computers can also improve communication for people with certain physical disabilities, and for those who sometimes get mired in the physical process of writing on paper, thus limiting their creativity.
- Finally, for some practitioners and learners, the best use of computers may be none at all. The theme common to all the policies outlined above is that computers are ultimately only a tool to assist and support existing literacy practices -- they should never obstruct or interfere with good literacy work.

A copy of the policy paper is available from the Adult Literacy Contact Centre. Call 684-0624 or toll-free 1-800-663-1293.

1991 • CENSUS

CENSUS DAY

June 4 • Count Yourself In!

Census Information

Statistics Canada is conducting a census on June 4. A booklet has been prepared in plain language to help adult literacy and ESL students understand the census. The student booklet and teacher's guide are available free of charge by writing or phoning:

Statistics Canada
Suite 250
815 West Hastings
Vancouver, B.C.
V6C 1B4
Tel: 666-2328

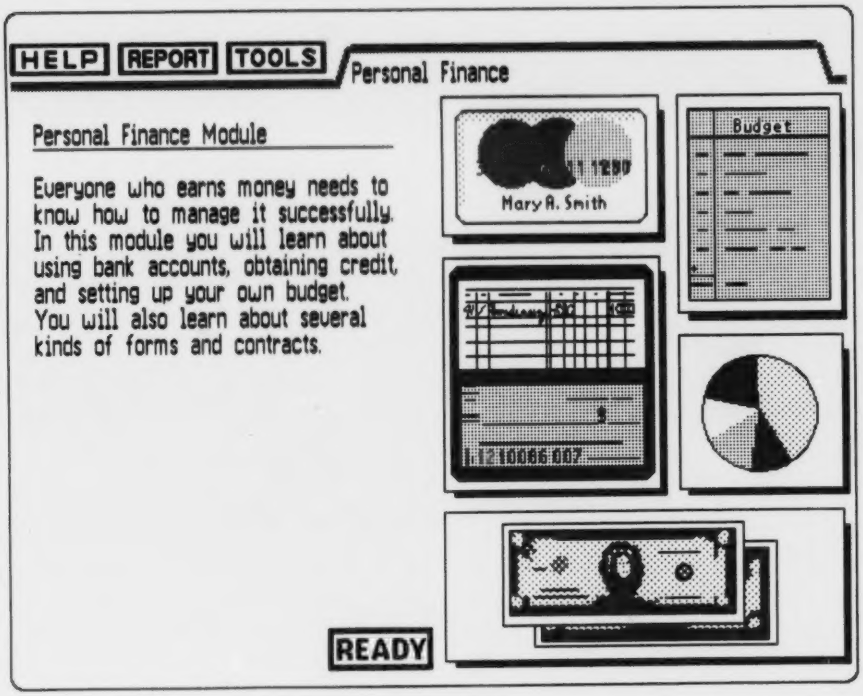
Title: Computer Curriculum Corporation (CCC)
Author: Multi-authored
Publisher: Simon and Schuster
Available: Columbia Institute of Canada, 802 Manning Rd., N.E. Calgary, Alberta T2E 7N8
Price: Pricing information for this system may be borrowed from the Centre for Curriculum and Professional Development(See P. 1)
Telephone: 403-273-0315
Fax: 403-272-3805
Reviewed by: Barbara Bate

Computer Curriculum Corporation (CCC) was founded in 1967 by Dr. Patrick Suppes of Stanford University in California. Dr. Suppes' company was the first to offer computer assisted instruction to school systems in North America. At present, CCC serves over half a million students. The system provides a comprehensive curriculum with individualization, initial assessment and placement, a mastery learning model, and special tutorial help. In addition, the newer courseware offers color, graphics, and interactive learning tools. CCC is able to serve low to gifted achievers who may be elementary, secondary, ESL or adult literacy students.

The most difficult job for the instructor is to place learners in programs which are both manageable and challenging. This means continual adjustments are part of the process, especially if learners are enrolled in several programs.

Comments from literacy students who have used CCC:

- *"I like using the computer. In math it helps me to think quickly. In the English program it really helps me to write. So I'm very impressed with the computer."*
- *"I think the computers are an excellent way to help someone learn in lots of ways like typing, spelling, and writing stories. They are used in lots of businesses because it saves room. I like the WE program."* (Note: WE is a wordprocessing program.)
- *"One of my assignments is to write in my journal. Then in class I type it out on the computer. I also do my math on the computer and it sure helps me with my math work."*
- *"The first time on the computer I was scared to death. Then after a few weeks I was beginning to enjoy it. I went home and told my husband he had to buy me one. 'In the future, dear,' he said."*



Personal Finance Module

Everyone who earns money needs to know how to manage it successfully. In this module you will learn about using bank accounts, obtaining credit, and setting up your own budget. You will also learn about several kinds of forms and contracts.

CCC Course List

CCC Courses	Instructional Levels	Appropriate for Adults	Hours of Instruction[1]
MATHEMATICS and SCIENCE			
Math Concepts and Skills[2]	K–8	✓	245
Problem Solving	3–6		100
Math Enrichment Modules	7–12	✓	50
Introduction to Logic	7–12	✓	100
Algebra Topics	9–12	✓	50
Science Discovery	7–8	✓	15
READING			
Reading Readiness[2]	K–1		35
Initial Reading[2]	1–2		60
Basic Reading	2		25
Reader's Workshop	3–7.5		120
Critical Reading Skills	7–12	✓	100
Adult Reading Skills	3–6	✓	50
The Reading Network[2]	1–2	✓	50
LANGUAGE SKILLS			
Spelling Skills[2]	2–8	✓	175
Language Arts Strands	3–6		100
Writer's Express	3–6		25
Writing: Process and Skills	6–9	✓	50
English as a Second Language[2]	6–12	✓	600
Fundamentals of English	7–12	✓	25
Adult Language Skills	3–6	✓	50
BASIC COMPETENCY			
Keyboard Skills	4–12	✓	10
Practical Reading Skills	5–8	✓	25
Survival Skills	9–12	✓	50
GED Preparation	9–12	✓	60
COMPUTER EDUCATION			
Computer Literacy, Elementary	4–6		20
Computer Literacy	7–12	✓	25
Programming with BASIC	7–12	✓	50
Introduction to Computer Science with Pascal	10–12	✓	80
Introduction to Data Processing with COBOL	10–12	✓	50
Introduction to UNIX Operating Systems	10–12	✓	10

1 = Actual duration depends on session length and frequency, student level, and performance.

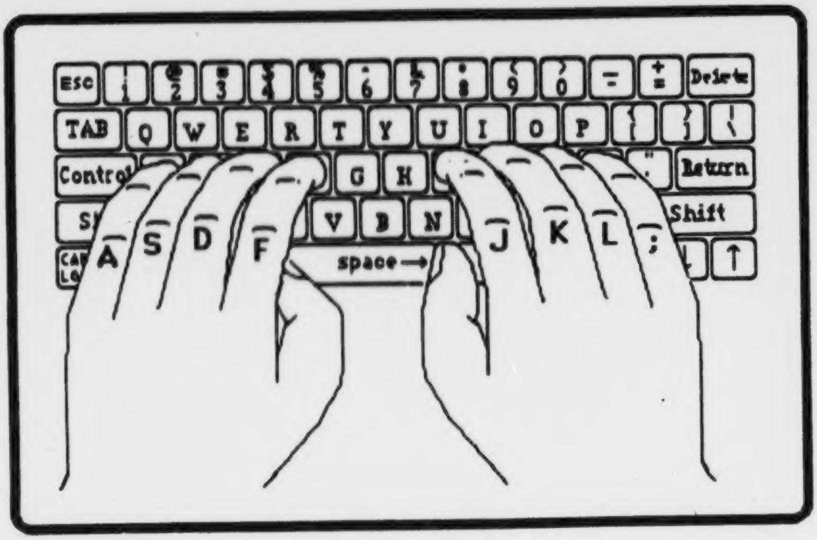
2 = The course incorporates speech.

Title: All the Right Type
Available: Didatech Software Ltd., 3812 William Street, Burnaby, B.C. V5C 3H9
Telephone: 299-4435
Fax: 299-2428
Price: For Apple, C64, IBM, Macintosh. School Edition $67 ($89 Mac) includes manual, program disk and back up disk or Lab Pack $134 ($179 Mac) includes the school edition plus disks and materials for 4 more computer stations. A Site License for $350 - $445 includes a master disk, manual, student materials and allows you to make as many copies as you need for a school site plus the ability for students to purchase their own disk for off site use at $10 ($15 Mac).
Recommended by: Cathy Tolsma, Department Head, Business & Computer Studies, VCC(KEC)
Reviewed by: Laurie Gould

ART is an interactive software program that helps students become comfortable working on computers while gaining keyboarding skills. It uses a four-step approach. First, students are shown the finger position and reaches for a group of keys. Next, exercises help them build up accuracy and speed. Finally they use the new keys to type words, sentences, and paragraphs. After every three lessons they can test their skills.

The program also contains a simple mini word processor that allows students to practise their newly-acquired skills while writing short letters, stories, and reports. Simple instructions in the manual show how to introduce cursor movement, arrow keys, overtyping, inserting, deleting, blocking, moving, copying, saving, and printing text.

ART can be used for individualized or group instruction. The customizing panel, record keeping system, and authoring system give you the flexibility to adapt the program to your special purposes. The manual contains six sample lesson plans and explains how to use the program with any number of students and computers.

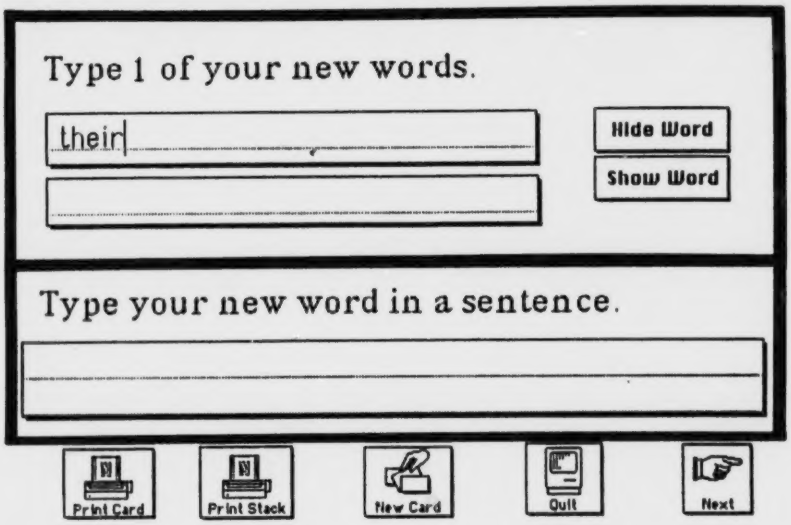


Once students know how to turn on the computer and bring up the menu, they can work fairly independently. Experienced computer instructors say they prefer it to any other keyboarding program they have seen or used. They say the graphics are superior and particularly attractive on a color monitor. Keys are introduced in a logical way with sufficient practice. Instructions are clear and consistent.

Comments from students:

- *"Before, I tried another software. This one is better because the steps are easier."*
- *"I like it very much. It tells you if you're doing better. We don't have to wait for the teacher."*
- *"I'm enjoying it because I'm learning to type and learning the computer."*
- *"I like to change the speed and challenge myself."*
- *"Easy to follow. You can catch on right away. Straight forward."*

Title: Hyperware
Copyright: B.C. Ministry of Advanced Education, Training and Technology
Available: Contact the Centre for Curriculum and Professional Development (For address see Page 1) to borrow a copy of the manual and disks.
Reviewed by: Maureen Stephens


Type 1 of your new words.

their

Type your new word in a sentence.

Hyperware is the product of a 1989-90 cost shared project designed by two ABE instructors at Okanagan College. Their prime objective was to provide a sampling of reading and writing activities that could be created using the Hypercard program that is provided on all Macintosh computers. Hypercard is a kind of toolkit for building text and graphic software called "stack.".

The *Hyperware* manual is well organized and easy to follow. Screen dumps (visual images of what the instructor sees on the screen) are used throughout the manual accompanied by written instructions. This is particularly helpful to non-technical instructors.

The manual is divided into three sections. The technical section provides information such as copying disks and working on a network. It is suggested throughout the technical section that you consult with your lab or computer instructor, particularly when using *Hyperware* on a network. Many learners in our program can access the stacks easily using a network and two of the learners can now set up the program for others.

The second section of the manual is the stackware section. The sixteen disks that accompany this program are divided into four subject areas: illustrated student-generated stories, independent student programs, writing, and record keeping. The disks can be used independently and in no particular order. This section also contains suggested objectives and teaching strategies, another valuable asset of *Hyperware*.

The last section of the manual is a bibliography of resources using technology in ABE as well as instructional resources for using Hypercard.

I would like to comment specifically on three disks learners have used extensively. Spelling Words allows students to practise their vocabulary in a different way and the New Card command allows students to continually add new words for practice. The Character Sketch stack is a class favorite. In keeping with the objectives of *Hyperware*, this stack keeps the learner in control by giving choices. The Descriptive Writing stack has a variety of choices and some good prewriting activities.

More *Hyperware* stack reviews will appear in upcoming issues of this bulletin. As the project is distributed and assessed in the field, needed revisions should be communicated to me at Okanagan College.

RECOMMENDED LITERACY MATERIALS REVIEW

Title ____________________

Author ____________________

Publisher ____________________ Copyright Date ____________________

Where is it available? ____________________ Level (please circle)

***Basic(Gr.0-3)** ****Functional(Gr.4-6)** *****Independent(Gr.7-9)**

Please be as specific as possible in describing the material. If reviewing print material, please attach a photocopy of the table of contents and a sample page of the text to assist us in evaluating the material.

1. Describe the material ____________________
2. How do you use it? ____________________
3. Why does it work with learners? ____________________
4. What are the weaknesses, if any? ____________________

Please feel free to elaborate on any aspect of this material. Use the other side of this form for additional comments. Submissions should be sent to:

Joan Acosta
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Recommended by: ____________________ ____________________

(name) (institution)

THE LITERACY MATERIALS BULLETIN

4
Fall 1991

The Literacy Materials Committee has been notified that we have received cost-shared funding to continue our work. This funding will allow the committee to meet on a regular basis, purchase and select materials, field test, and publish the reviews in the *Literacy Materials Bulletin.* We hope we will be able to make the bulletins as useful as possible to practitioners in the field. We would appreciate receiving any suggestions you might have for improving the bulletin.

We have field tested and reviewed a number of native materials in this issue and plan to focus on family literacy in the next issue. If you have any relevant materials you would like to recommend, please fill out the form on the back of this bulletin and send it to me.

We will continue to put two copies of each material reviewed into the circulating collection of the Centre for Curriculum and Professional Development.

If you wish to borrow any of the materials reviewed in this issue, contact:

Sally Coates-Crews
Centre for Curriculum
and Professional
Development
Fifth Floor
1483 Douglas Street
Victoria, B.C.
V8W 3K4

Tel: (604) 387-6060
Fax: (604) 387-9142

The materials are available on a loan basis for a period of a month. When ordering, please specify that it is a material from the *Literacy Materials Bulletin.*

A complete set of the print materials from the last four bulletins is available at the Adult Literacy Contact Centre.

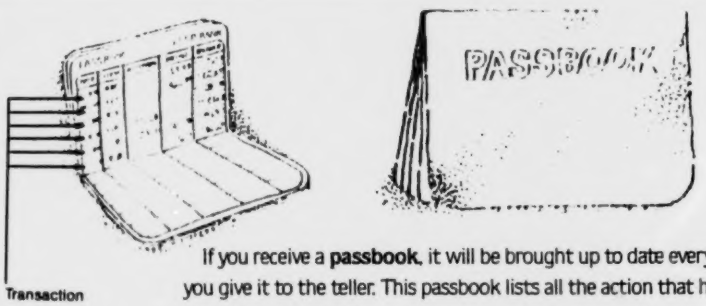
Joan Acosta

Joan Acosta
Chairperson

Literacy Materials Committee

Joan Acosta
Capilano College
986-3945
Barbara Bate
Fraser Valley College
792-0025
Paula Davies
College of New Caledonia
561-5835
Lorraine Fox
Native Tutoring Centre
874-0664
Laurie Gould
Vancouver Community College, KEC
875-6111, local 498
Andrew Kennedy
Camosun College
370--3324
Basha Rahn
Sooke School District
474-2175
Maureen Stephens
Okanagan College
762-5445
Loraine Wong
Langley School District
534-0333

RESOURCE PERSON:
Thomas Quigley
Vancouver Public Library
665-3594



If you receive a **passbook**, it will be brought up to date every time you give it to the teller. This passbook lists all the action that has taken place in your account.

Each action is called a **transaction** and has a special code. The codes and what they mean are written on the first page (where your account number is also written). Other pages are used to show the transactions. Your responsibilities are listed on the last page of the passbook.

Every time money goes in or comes out, the date, the transaction code, and the balance (the amount left in your account) are listed.

Title: Helping You Bank

Publisher: The Canadian Banker's Association, 1989
Available: Box 348, Ste. 600, 2 First Canadian Place, Toronto, Ontario, M5X 1E1.
Price: Free
Reviewed by: Barbara Bate
Level: Functional (4-6)

Helping You Bank teaches adults about bank accounts. Topics covered include: how to choose a bank account, how to open a bank account, how to use a bank account, how to make the most of a bank account, interest, and the automated banking machine. In addition, there are sections on banking terms, other banking services, and the chartered banks of Canada.

The book is Canadian-produced. Its friendly cover and good use of graphics and color make it attractive to learners. Large print on plenty of white background is an additional bonus.

It is suggested that instructors/tutors work through the book with learners since each section is quite detailed and the vocabulary can be challenging. The book received favourable reports from both literacy and ESL instructors. They recommend asking learners to bring in forms from their respective banks, so that each adult becomes comfortable with the procedure at his or her bank.

Another suggestion is to invite bank or credit union personnel to visit the class and talk about banking or to take the class to visit a bank or credit union. In either case, the practical applications of this resource are invaluable.

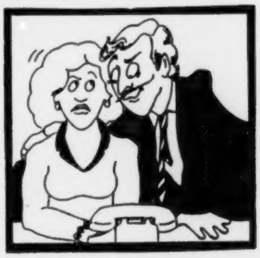
Title: It's Your Right!

Authors: Jim Bell and Marjatta Holt
Available from: Human Rights Directorate, Department of Secretary of State, Ottawa, Ontario, K1A 0M5
Price: Free
Reviewed by: Laurie Gould
Level: Basic, Functional and Independent

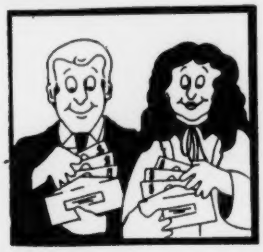
It's Your Right! focuses on those human rights issues that affect the lives of many adult students: employment rights, tenant rights, age, sexual harassment, equal pay, disability, basic rights and freedoms, as well discrimination based on race, colour, and ethnic origin. These materials were designed for use in Canadian Adult Basic Education classes.

The student book consists of eight modules that explore each of these issues in depth. The modules are packaged together in an attractive spiral bound notebook. Careful attention has been given to format, size of print, and white space. The reading level is fairly easy, but the way relevant issues are dealt with on different levels of abstraction makes the book useful for a range of abilities.

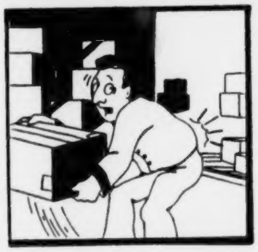
A separate teachers' guide has background information on human rights issues and



Sexual Harassment



Equal Pay



Disability

legislation, worthwhile suggestions for use, and some helpful ideas on how to handle sensitive issues in ABE classes.

Instructors and students say *It's Your Right!* is interesting, informative, true to life, and well laid out. Instructors report that the topics generate exciting discussion. Students say they enjoy the interesting variety of materials and exercises. These include letters to newspapers, friends, and employers; statements to and from the Human Rights Commission; an accident report; WCB forms; and crossword puzzles. Although *It's Your Right!* has been used successfully in one-to-one situations, it seems to work best in groups where students can share their experiences and ideas. It is a particularly useful resource to have on hand when one of these human rights issues comes up in class.

Title: Let's Work Safely!
Author: Linda Mrowicki
Publisher: Monarch Books
Available: Monarch Books Ltd., 5000 Dufferin St., Downsview, Ontario, M3H 5T5. Tel (416) 663-8231. Fax (416) 736-1702
Price: $11.95
Reviewed by: Joan Acosta
Level: Functional (4-6)

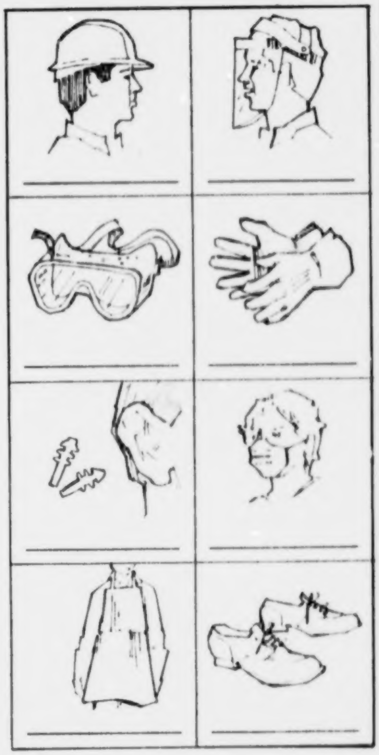
Let's Work Safely!, subtitled English Language Skills for Safety in the Workplace, introduces safety concepts as well as the language skills necessary to function safely in the workplace.

The chapters cover proper safety clothing, safety procedures (how to lift and move heavy objects), unsafe working conditions (poor lighting or handling flammable materials), and how to handle accidents. The book gives new workers the language they need to accept safety directions gracefully, clarify directions, complain about unsafe conditions politely yet forcefully, and to insist on getting the safety equipment they need. The pictures allow students the opportunity to recognize unsafe conditions, and the dialogues give them the language they need to insist on safe working conditions.

The book is intended for adult ESL students, but many learners can benefit from the study of generic safety concepts and safety language.

The book was field tested in a number of classes. It was tested in two bridge classes and in a class of mentally handicapped adults reading at a Grade 2-3 level. Students seemed interested in the material and teachers liked "the use of illustrations" and "the simple, straightforward comprehension questions

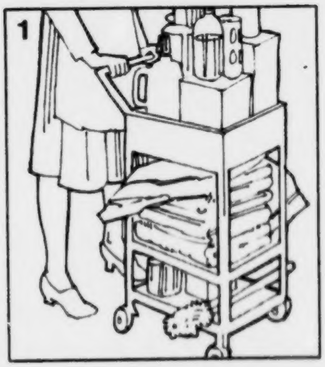
PRACTICE.
Practice the names of the safety clothing.
Write the names.



All the teachers who tested the book said they felt the text became too difficult by the end of the book. Also it was noted that teachers would need to ensure that the safety content accurately reflects the safety rules and practices in the students' workplaces.

There is a slim, spiral-bound Teacher's Book with answers as well as some suggestions for role play and follow-up. It was not field tested for this review.

FILL OUT THE FORMS. Look at the pictures. What are the unsafe conditions? Fill out the forms using your name and today's date.



NAME: ______________ DATE ________

Describe the unsafe working condition:

Suggestions:

SIGNATURE: ______________________

Title: Some Artists: Their Lives, Loves and Luck
Author: Elsa Marston
Publisher: Cambridge
Available: Prentice Halll Canada, 1870 Birchmount Road, Scarborough, Ontario, M1P 2J7
Price: $5.00
Recommended by: Laurie Gould
Reviewed by: Loraine Wong
Level: Functional (4-6)

This little book was the result of a 1983 project by Literacy Volunteers of America to "produce humanities material for adult new readers." The book is a collection of short articles about artists, their lives, and styles. Care has been taken to include artists from many countries and time periods, with an emphasis on the struggles and problems that the artists encountered. There is also a simple explanation of the different styles of the artists.

From the attractive cover and the title, readers would expect the book to have many illustrations. Unfortunately, the opposite is true. The book is entirely print, with no visual relief. For a new reader, the amount of text would likely be overpowering. The language is also rather stilted and unnatural, and students may have difficulty keeping their interest alive.

Despite these drawbacks, the book can be useful in a class or tutoring situation. Students who are already interested in art might choose the book for pleasure reading. Other students may find this an effective way of working with a subject matter that might have been threatening in the past. One student/tutor pair used the book as an introductory lesson to a visit to an art gallery. Another student reported, "I always thought this was something I couldn't understand. I'm happy that I read this, and now I'm going to try some classical music."

Some Artists:
Their Lives, Loves, and Luck
Elsa Marston

ARTISTS
- **Caravaggio**
- **Rembrandt**
- **Paul Gauguin**
- **Vincent Van Gogh**
- **Benjamin West**
- **John James Audubon**
- **James Whistler**
- **Kathe Kollwitz**
- **Berthe Morisot**
- **Grandma Moses**

Title: The Sundown Books
Publisher: New Readers Press
Available: Artel Educational Resources, 5528 Kingsway, Burnaby, B.C. V5H 2G2. Tel: 435-4949. Fax: 435-1955
Price: Books $6.50 each, Study Pack (10 Study Guides and one Teacher's Guide) -$16.75 each, tapes $26.95 (available for each book).
Reviewed by: Andrew Kennedy
Level: Functional (4-6)

The Sundown Fiction Collection consists of 25 novels written at low reading levels. The books present quality fiction and deal with a broad range of real life topics. Each book tells the story of a person who must deal with a conflict or challenge in realistic situations such as mental illness, physical or learning disabilities, returning to school, looking for work, coping with alcoholism or marital problems, and a range of other issues. Most of the stories are set in recent times, but several stories have a historical setting such as slavery and the Underground Railroad. The books are 50 to 100 pages in length and include several dramatic illustrations. Unfortunately, the references and settings are American.

Students have both positive and negative reactions to the books. Many students read the books with great interest and said that they did not want to put down the book, and that they could identify with the character in the book or that they learned from the story. Other students find the stories depressing and are not interested in reading them. However, most students find the books easy to read and recommend them to others. Some of the books field tested and recommended are: *Just Once, A Dream with Storms, Lady in Pink, Better Off Without Me, Nobody Wants Annie, In and Out the Windows*, and *Take Care of Millie.*

The novels are probably best for independent study or for leisure reading. The subject matter can provide good material for class discussions or writing assignments. I did not review the study packs and the tapes, but the study packs include comprehension questions and writing exercises which could provide a deeper study of each book. In general, the appearance and content of the Sundown Series will appeal to many students.

Jessie Redding Hall
Take Care of Millie

Everything she had done for Jan as a child, Jan did for her now – and more. As a child, Jan had freedom. Sure, Millie had worried about the first bike, the first date, the first times she drove. But she had let go of her daughter when the time came.

Love between Millie and Jan was strong. But, now, it was a hurting thing. They were both choking back feelings. Jan was tense, nervous, bossy. Millie hid her feelings because she didn't want Jan to get more upset and tense.

Being told what to do wasn't new to Millie. George had ruled the roost during their marriage. So many times she had denied her own feelings and given in to him. And, now, it was Jan.

From *Take Care of Millie*

Title: Sweetgrass
Author: Jan Hudson
Publisher: Tree Frog Press, 10144-89 St., Edmonton, Alberta, T5H 1P7
Price: $7.95
Reviewed by: Paula Davies
Level: Independent (7-9) or read aloud to Basic (0-3) or Functional (4-6)

This novel tells the story of Sweetgrass, a 15-year-old Blood girl, and her struggle to become a woman. It is set in southern and south central Alberta during the early 19th century. While the work is fiction, it is based on written records of the winter of 1837-1838.

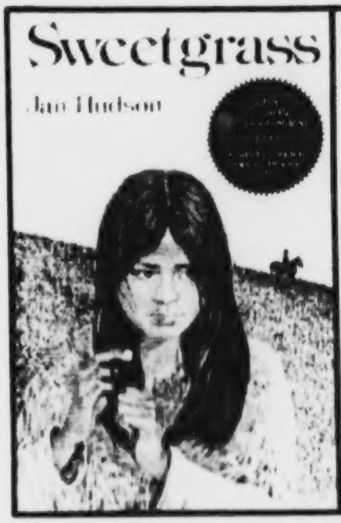
While telling what is essentially a love story, the author carefully conveys a myriad of historical and cultural information that could be used as a springboard into a theme unit on various aspects of native studies.

The love story plot makes for high interest reading. As one student reviewer commented, "I started reading the book yesterday and couldn't put it down. Finally I had to go and do my homework!"

Another student reviewer commented positively on the use of descriptive language and the author's choice of words that are easy to understand.

In terms of weaknesses, the novel has been written for children. This fact may insult some readers. One student who read the book stated that he "felt like a kid reading it." As well, the author is not a native, thus placing this novel in the currently controversial category of being about native people, but not by them.

These concerns aside, *Sweetgrass* was commented on favorably by a variety of student reviewers. They found it to be interesting, easy to read and understand, and informative.



Each day we would camp by a new patch of saskatoons. Slowly we moved west across the plains to our Sun Dance camp under the Belly Buttes, almost in the shadow of the mountains. The women would pick and dry berries for the winter while the men would talk and trade together, maybe smoke a bit. Later they might hunt a little.

From *Sweetgrass*

Title: How Two-Feather Was Saved from Loneliness
Author: C.J. Taylor
Publisher: Tundra Books
Available: Bookstores
Price: $12.95
Recommended by: Lorraine Fox
Reviewed by: Loraine Wong
Level Functional (4-6)

The Abenaki legend of the first gifts of fire and corn is retold here as a poignant love story, wonderfully illustrated with colourful paintings. C.J. Taylor has woven a story of love and magic, recounting Two-Feather's loneliness and first meeting with the Corn Goddess. As his love for the Goddess grows, Two-Feather follows her on a long journey. Unable to stay with Two-Feather, the Goddess creates fire and corn as a gift to him, making communal life easier, and so saving Two-Feather from loneliness.

The story is told in simple, descriptive language with effective use of direct speech. The illustrations are bright and striking and add a richness to the book.

The book may at first appear to be a child's book. One student did report that he felt offended by being given a "kid's book". An introduction or explanation of legends and storytelling might offset this reaction.

Most students in both native and non-native centres enjoyed the book. One class even discussed why Two-Feather was not used as a plural.

Other comments included:

- *It's short and easy to read, and I really liked the pictures.*
- *Because the story is short, you could remember it and tell it when in circle or at sweat.*
- *Good pictures to emphasize the growing season.*
- *I liked reading about the author. It's important that the author is native.*

Title: Enwhisteetkwa
Author: Jeanette C. Armstrong
Publisher: Okanagan Indian Curriculum Project, 1988
Available: Theytis Books, P.O. Box 218, Penticton, B.C. V2A 5P9
Price: $5.95
Reviewed by: Lorraine Fox
Level: Functional (4-6) Independent (7-9)

Enwhisteetkwa has a glossy cover with the author's biography on the back and an illustration on the front incorporating the colours of the four directions. These colours — red, yellow, black and white — are intrinsic to many native cultures. The author is also responsible for inside illustrations.

The story is told to us by a young Okanagan girl named Enwhisteetkwa. We learn about the traditions of the Okanagan people and follow their daily lives with the unfolding of each of the four seasons.

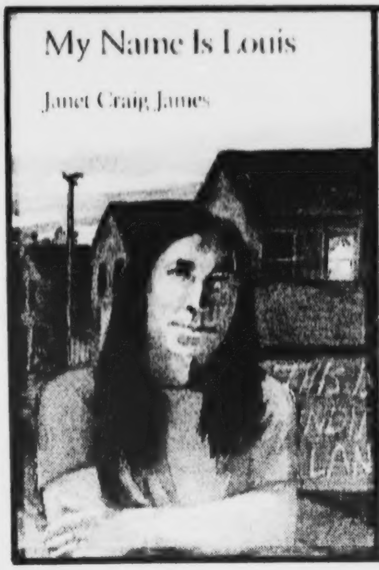
Their activities include food gathering and preparation, crafting and repair of household items, delighting in and respecting nature, and observing the traditional ceremonies and legends of the Okanagan people.

This material could be used as a component of native studies, as a theme unit (native cultures of B.C.) or as reading material. It works with native learners because it was written by an Okanagan native woman who is able to bring us a genuine picture of the traditional life of her culture. As well, the language is at a level that is easily understood by accomplished readers and would be suitable for new learners, if assisted.

It is enjoyable to non-native readers as it offers a look into a lifestyle that is often mysterious and it does this in plain language.

The learners who used this book did not express any weaknesses and felt it to be an excellent example of written native material.

> The song was soft. It reminded me of wind through pine trees. I listened as I watched my grandmother's fingers flying in and out of the hemp and tule bag she was weaving. They were like little brown birds. The fire was crackling and curling light and smoke pictures everywhere. I was warm and dream hearing. My grandmother's soft voice was singing to me of Ska-Loo-La, the wicked owl woman waiting to catch bad little girls. She wanted me to be good and clean and respectful so Ska-Loo-La wouldn't get me.
>
> From *Enwhisteetkwa*



> When she marked the register and called them by name, they hooted when she said,
>
> 'Lewis Robillard?'
>
> Louis' mutter, 'Loo-eee," was drowned by cat calls and '*Lewis*!', 'Hey, *Lewis*!' Even the girls joined in the fun. Miss McIver tried to call the class to order but it was no use.
>
> From *My Name is Louis*

Title: My Name is Louis
Author: Janet Craig James
Publisher: Penumbra Press, 1990
Available: Bookstores
Price: $9.95
Reviewed by: Basha Rahn
Level: Independent (7-9)

My Name is Louis begins as a story about the anger of a native Indian youth against local land development in his small northern Ontario community. In a landscape ruined by intruders, Louis is also suffering a troubled relationship with his father and the poor health of his mother. With his neighbor, who was at first the enemy, Louis learns to share his private passion for drawing and painting. This friendship leads to possibilities for moving to the city to pursue his career and gain respect as a man and as an artist. Louis has difficult choices to make.

This book is beautifully written for readers at an independent level. Some readers thought it was an accurate portrayal of the turbulence of adolescent years. One reader expected violence between natives and non-natives to develop at any moment and when it didn't, he felt the approach was positive. The ending is not a pat, happy one and it leaves questions for thought and discussion. The themes are topical and the book can be used as part of an English curriculum or with native studies. However, the language is difficult for new readers.

Chapter head lettering by Lionel LeMoine Fitzgerald and the watercolor cover art by Judy Pennanen contribute to the appeal of this book.

Title: RECLAIM Bibliography of Canadian High-Interest, Low-Level Novels for Adults, 1990 edition
Author: Rosalie Bean
Available: RECLAIM, 3449 University Avenue, Montreal, Quebec, H3A 2AB
Price: Free
Level: (1-4), (4-8)
Reviewed by: Thomas Quigley

Finding Canadian material to use with adult literacy students is an ongoing task, and this work by Rosalie Bean is very useful for doing just that. The two books are the product of a project sponsored by the Reading Council for Literacy Advance (RECLAIM) with joint funding from the Quebec Provincial Government and the National Literacy Secretariat. Bean only includes Canadian-produced reading material in the form of novels, short story collections, self-help guides, poetry or plays. Books that focus on, or include, skill-building exercises are not listed. All texts were rated for readability using the Gunning-Fox Readability Index.

Each volume is arranged by reading level; the second volume actually starts at 4.4, not 4. The first volume has 79 entries; the second, 65. All entries include author/title and publishing information, level, length, and an annotation. The annotation gives a summary of the book's content, and includes comments on format, and the presence of illustrations and vocabulary/new words aids. There is no indication of availability. At the back of each volume there is a list of the publishers' addresses cited in the particular volume: 17 in volume 1; 24 in volume 2. There are only 8 publishers listed in both volumes. The majority of the material included is student writing published by local community literacy councils or programs. There are only a few items from commercial publishers. While some titles will be only of local interest, others will appeal to students anywhere in Canada. There is a good mix of collections and individual authors. Most material listed was published in the mid-1980's, but the second volume has a strong selection of items published in the 1970's.

Death Over Montreal Level 4.7

Geoffrey Bilson 106 pages
Kids Can Press
Toronto (1982)

The Douglas family comes to Canada to seek their fortune and to escape the deadly cholera epidemic which was spreading across Europe. But life in Montreal is more difficult than they had ever imagined. Cholera had beaten them to Canada! Seen through the eyes of teenager Jamie Douglas, the story paints a picture of Montreal life in the mid-ninteenth century.

A Child in Prison Camp Level 4.7

Shizuye Takashima 97 pages
Tundra Books
Montreal, P.Q. (1971)

Even though this book has won international awards for "children's literature", it is worthwhile reading for adults, as well. As an adult, the author records in words and paintings what it was like to be a child in an internment camp, 30 years earlier. It is a beautiful story, simply, told, of the triumph of the human spirit.

Speak Out Level 4.7

An Anthology of Stories 122 pages
by Youth in Care
Edited by Michael Fay
Pape Adolescent Resource Center
Toronto, Ontario (1989)

These stories and poems were written by literacy students who are in a social service program which helps them make the transition from care of the services to independence. The stories spring from the inner souls of the writers, bringing us their pain, their anger and their reality. The language is rich, realistic and, at times, hard-hitting. A must-read for anyone who wants to make a better world!

The guest review for this issue is by Linda Forsythe, an instructor for Douglas College at the Burnaby Correctional Centre for Women.

Title: When Words Are Bars
Author: Marianne Paul
Available: Core Literacy, 58 Queen Street South, Kitchener, Ontario. N1G 1V6.
Tel: (519) 743-6090
Price: Handbook $10.50; Package (including handbook and modules) $17.50
Reviewed by: Linda Forsythe

When Words Are Bars is an excellent handbook for literacy people wanting to work within correctional institutions. The information is set out in an easy-to-read, very accessible manner. Each major topic is dealt with in a separate chapter with a summary box and resource list at the end.

The first chapter gives a detailed description of what literacy workers will encounter when working in jails, touching upon the physical drabness of the setting to the general needs of literacy students and the specific needs of those in jails. Paul states that these situations "require patience, creativity, sensitivity to the perspective of others, and at times, compromise."

Paul makes a case for understanding that people in jail are part of our community and, after varying lengths of time, will be returned to it. This is a rationale for community-based literacy projects working with prisons. The author goes on to address the stereotypes and fears the community has of offenders.

Literacy tutoring is most effective when it is learner centered and driven. The third chapter describes all the ways of delivery using this approach, from re-writing materials, to one-to-one tutoring, to family literacy.

The book describes the nuts and bolts of putting a program together— from the specifics of any given institution to advertising, training, resources, and issues of confidentiality and protocol. The author knows well the issues and problem that can be encountered.

The last chapter looks at the issues revolving around release — whether the literacy work continues, gets transferred to another group or gets dropped. Finally, Paul has assembled a list of facts, definitions and resources.

I found the book to be extremely readable, accurate, and interesting. It's a useful tool for anyone wanting to work within the prison system.

The guide reviewed here is part of a tutor training package consisting of 15 modules designed to prepare literacy tutors to work in correctional institutions. You can examine the package by borrowing it from the Centre for Curriculum and Professional Development or by visiting the Adult Literacy Contact Centre.

Committee News

Helping Promote B.C. Books

The Literacy Materials Committee has recently agreed to participate in the production of a new brochure promoting B.C. books to the literacy community. This brochure is a follow-up to the successful *B.C. Books Celebrating International Literacy Year* brochure and is being coordinated by Thomas Quigley of the Vancouver Public Library.

The Committee's May '91 meeting was purposefully held at the Association of Book Publishers of B.C. office and showroom so that committee members could review publishers' materials for suitable in-print titles.

The new brochure is expected to appear this Fall. Other partners in the new brochure project include Benwell Atkins, Ltd., B.C. Library Association's Library-Literacy Link Project, the western office of the Canadian Book Information Centre, and Literacy B.C.

Out and About

We have received requests from several programs to review their materials. This spring, four members of the committee volunteered to take a day and visit two of the programs.

Saanich Visit

Basha Rahn and Andrew Kennedy visited the Program of Alphabet Literacy (PALS) in Saanich, a computer-based literacy instruction program, to view software recommended by the staff of the PALS program as "excellent educational software for literacy program." The software is used with learners of varying ages (high school students and adults). The software, all for IBM MS DOS based systems, is as follows:

- IBM Spelling Series Levels 2 and 3
- IBM Reading for Information Levels 2, 3 and 4
- IBM Reading for Meaning Levels 1, 2 and 3
- IBM Combining Sentences Levels 2, 3 and 4
- Wizard of Words

The material, essentially a workbook on computer, uses a cognitive approach (write short answers, read and answer questions or find information, mark the word). The software makes use of graphics and audio components as well as games. Each program has something to recommend either in presentation or content, but each also has weaknesses such as confusing stories or unclear directions.

After reviewing some of the software, Basha and Andrew strongly suggest that if used, it should be in conjunction with other materials and with teacher direction.

For more information about the PALS program call Lloyd Falconer at 652-3122.

Kwantlen Visit

Laurie Gould and Barbara Bate visited Kwantlen College's Surrey campus to learn about ABE instructor Gary Miller's reading program. Gary devoted the better part of the day explaining his method of instruction to his visitors. He uses an intensive, one-to-one, programmed phonics approach, modelled after the work of his mentor, Ruth Worden Frank's *The Phonetic Reading Chain*. Gary is very positive about the success of his program and invites others who are interested in this approach to reading to contact him at 599-2238.

RECOMMENDED LITERACY MATERIALS REVIEW

Title ____
Author ____
Publisher ____________________ Copyright Date __________

Where is it available? ________________ Level (please circle)
***Basic(Gr.0-3)** ****Functional(Gr.4-6)** *****Independent(Gr.7-9)**

Please be as specific as possible in describing the material. If reviewing print material, please attach a photocopy of the table of contents and a sample page of the text to assist us in evaluating the material.

1. Describe the material ____________________________________

2. How do you use it? _____________________________________

3. Why does it work with learners? ____________________________

4. What are the weaknesses, if any? ___________________________

Please feel free to elaborate on any aspect of this material. Use the other side of this form for additional comments. Submissions should be sent to:

Joan Acosta
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Recommended by: ________________ ________________________
(name) (institution)

THE LITERACY MATERIALS

BULLETIN

5
Spring 1992

This is the last issue of the Bulletin for fiscal 1991-1992. We hope there will be funding next year to continue the work of the committee and the publication of more Bulletins.

The committee has received positive feedback from teachers, tutors, and librarians who have told us that they find the Bulletin a useful source of information. They seem to especially like the fact that all the materials reviewed have been field tested by learners in several programs. We have also had letters and calls from groups and individuals in other provinces. Recently, the Saskatchewan Literacy Network asked for permission to reprint one of our Bulletins in its entirety in order to "jump start" a similar publication there.

In an effort to renew the committee, we have made some recent changes. Andrew Kennedy from Camosun College and Barbara Bate from Fraser Valley University College have stepped down after serving for three years. I would like to thank both of them for the outstanding work they did in selecting, field testing, and reviewing materials.

We have added three new members. They are Yana Sabanskis from the Hastings Adult Learning Centre of the Vancouver School Board, Sandi Lavalie from Northwest Community College in Houston, and Sylvia Doherty from Cariboo College in Williams Lake.

I, too, am stepping down after the publication of this Bulletin. Laurie Gould has agreed to chair the committee for 1992-93, provided there is funding. I have enjoyed getting this project started and working with the dedicated and energetic members of this committee.

Joan Acosta
Chairperson
Literacy Materials
Committee

Literacy Materials Committee (1991-1992)

Joan Acosta
Capilano College
986-5401
Barbara Bate
Fraser Valley University College
792-0025
Paula Davies
College of New Caledonia
561-5835
Lorraine Fox
Native Tutoring Centre
874-0664
Laurie Gould
Vancouver Community College, KEC
871-7364
Andrew Kennedy
Camosun College
370-3324
Basha Rahn
Sooke School District
474-2175
Maureen Stephens
Okanagan College
762-5445
Loraine Wong
Langley School District
534-0333
RESOURCE PERSON:
Thomas Quigley
Vancouver Public Library
682-8024

The Elders Are Watching

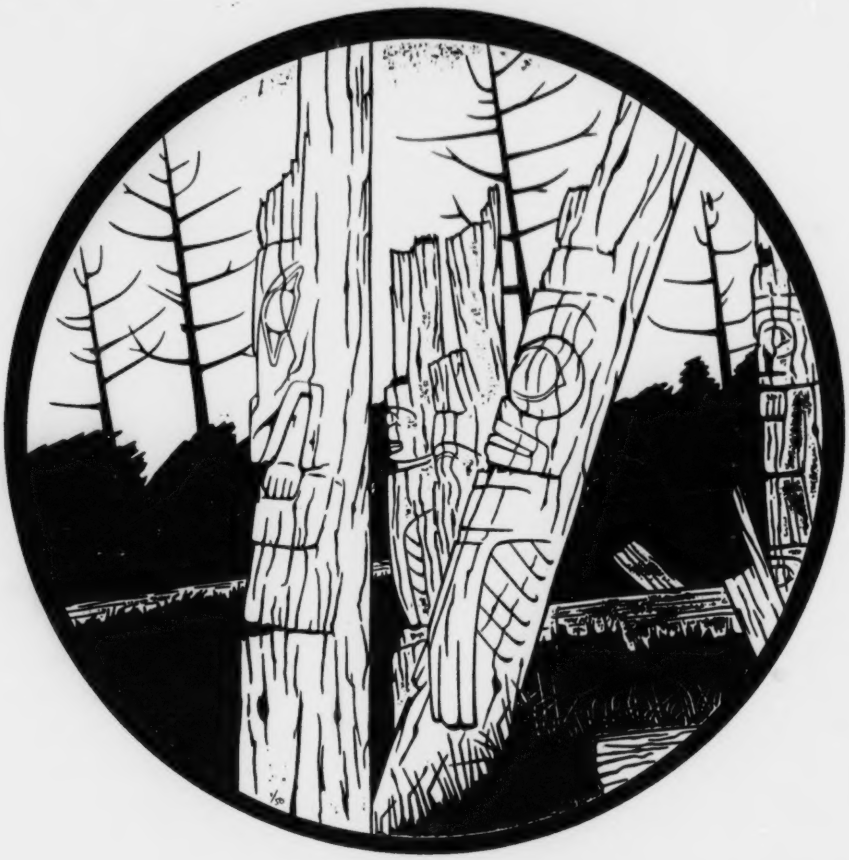
Author/Artist: Dave Bouchard/Roy Henry Vickers
Publisher: Eagle Dancer Enterprises Ltd., 1990
Available: Box 527, Tofino, B.C., V0R 2Z0
Tel: (604) 725-3235 Fax: (604) 725-4466
Price: $16.95
Reviewed by: Barbara Bate
Level: All Levels
ISBN 0-9693485-3-3

The Elders Are Watching is truly a beautiful book. It features the strong, sensitive, West Coast paintings of native artist Roy Henry Vickers and the poignant words of writer Dave Bouchard. Together, the artist and the author project a powerful message of peace, hope, beauty, and love.

The Elders Are Watching is for everyone. For non-readers Vickers' imagery bursts with language. For independent readers Bouchard's prose challenges a high level of critical thought. In multi-level classrooms, instructors might present the pictures while reading the text aloud—an opportunity for a cultural literacy discussion (art, literature, customs).

The book contains 24 of Vickers' paintings, each coupled with four lines of verse. The result is a combination of imagery and language which draws the reader spiritually.

Instructors/tutors who wish to build a unit around this book should know that in December '91, Knowledge Network aired a documentary on Roy Henry Vickers. Like the book, the documentary is exceptional.



You promised you'd care for the cedar and fir,
The mountains, the sea and the sky.
To the Elders these things are the essence of life.
Without them a people will die.

The Spirit of Vocabulary (Canada)

Authors: Ken and Cecile Weber
Publisher: Globe/Modern Curriculum Press, 1991
Available: Globe/Modern, 3771 Victoria Park Ave.,
Scarborough, Ontario., M1W 2P9 Tel: 1-800-263-4005
Price: $11.95
Reviewed by: Andrew Kennedy
Level: Functional/Independent
ISBN 0-88996-228-6

The Spirit of Vocabulary (Canada) is the first of six books in *The Vocabulary of Canada* series. This workbook presents 21 stories on past and present Canadian personalities and events. Each story includes photographs and several pages of exercises. The stories are written in a journalistic style with simple sentence structure at a Grade 7 level.

The exercise pages are typical of reading workbooks and use various activities to test comprehension, build vocabulary and practise writing. A teacher's manual and answer key are available.

The Spirit of Vocabulary (Canada) is an attractively-presented vocabulary and reading book. Students liked the look of the book, the contemporary content, and the exercises. They found the material challenging as well as informative, educational, and stimulating. The use of repetition in the exercises increased student learning. Some students liked the pronunciations of highlighted words provided with each story. The most appealing feature for students was the Canadian content.

The reading skills required may limit the use in beginning literacy classes. The book could be used as an independent workbook, as an instructional tool on a on-to-one basis or as a class resource for readings and topical discussions.

What you hear is what you get

He has been called heavy-handed. He has been called a **revolutionary**. Newspapers have said his songs are anti-American. Bruce Cockburn himself describes his music as "rock with a **conscience**."

He believes that music is a means of bringing about social change. Songs about **topical** matters, Cockburn says, will **focus** attention where it needs to be focussed.

Is he heavy-handed? Certainly, the **lyrics** of his songs are not gentle, and he doesn't hide behind soft words and phrases. Just listen to "If a Tree Falls", a song about the **destruction** of the rainforest. Or hear "Radium Rain", which is all about **nuclear** accidents.

A very strong song is "Where The Death Squad Lives". It is a dark look at **violence** in Central America. Bruce Cockburn's videos can be even stronger. One shows South America caught in a meat grinder!

The singer himself is just as strong. He not only sings about **injustice**, Cockburn actually goes to countries in trouble to see for himself what is going on. Most of his songs are written after he sees first-hand what things are like.

Bruce Cockburn admits that his songs are very powerful. He also admits that they are written from a very personal **perspective**.

"I sing about what I see," he says. "And what I see upsets me. My songs are my way of trying to do something about it."

Pronunciation

Word	Pronunciation
revolutionary	(rev-a-LOO-sh'n-air-ee)
conscience	(KON-sh'ns)
topical	(TOP-i-k'l)
focus	(FOE-kus)
lyrics	(LEER-iks)
destruction	(di-STRUK-sh'n)
nuclear	(NEW-klee-er)
violence	(VIE-a-l'ns)
injustice	(in-JUST-iss)
perspective	(per-SPEK-tiv)

Words on the Page, the World in Your Hand

Edited by: Catherine Lipkin and Virginia Solotaroff
Publisher: Perennial Library, Harper & Row, New York, 1990
Available: Bookstores or 1-800-387-0117
Price: $9.50
Reviewed by: Loraine Wong
Level: Functional/Independent
ISBN 0-06-096368-9

Words On the Page is a collection of prose and poetry for adult new readers. The editors noted a lack of meaningful and stimulating material available for adult beginning readers in their programs. Attempts at writing their own material were unsuccessful, so the editors contacted several hundred professional writers for help. The results were encouraging, and writers responded with new or adapted material that was suitable for literacy students.

The material is published in three volumes, with a complimentary teaching manual available. Each book has a good selection of poetry and prose from a variety of sources. Although there are no graphics, the selections are well laid out with lots of white space.

At first, students may need to be shown that the books are anthologies, and not one long story. A student in one program was reluctant to use the book, as he thought he would have to read the "whole book." Classes that field tested the books found that the subjects covered (e.g., parenting, aging, even creation stories), provoked a lot of discussion. Students enjoyed the variety of writing styles, and appreciated having adult material that was not stilted and over simplified.

There is a range of reading levels in the books, so most students can find a suitable selection. While these books might not be part of entire curriculum, they certainly would be a valuable addition to a class library.

APPLE CORE

Clarence Major

Up the road
I saw black birds
on the edge of a pine box.
When I got there
the birds flew a few feet away,
to the other side.
I looked down in the box.
There were red apples,
ripe, with stems still on them.
A sign on the box said Take One.
So I took one.
My, it was heavy,
and when I bit into it,
you would not believe
such sweetness. I walked on,
eating it down to the core.
When I finished, I threw the core
out over a cornfield.
A bird flew to catch it
before it hit the ground,
but it fell anyway.
The bird followed.
And I stood there,
not seeing anything
but the stalks moving
in the morning wind.
I waited, and the bird
came up, carrying the core.
He flew off across the field,
carrying this thing,
about twice the size
of his own head.

Not Only Me

Author: Paul Kropp
Publisher: Collier Macmillan Canada, 1987
Available: Maxwell MacMillan, 539 Collier MacMillan Drive, Cambridge, Ontario, N1R 5W9 Tel: 1-800-465-5273
Price: $5.95
Reviewed by: Laurie Gould
Level: Functional
ISBN 02-953500-X

Not Only Me is a novel that deals with the difficult subject of child sexual abuse. It tells the story of Lynn, a young woman who has left home. Lynn's nine-year-old sister, Chrissie, keeps phoning and begging her to come back. Chrissie finally discloses what Lynn has at some level known all along— their step-father is a child abuser. Lynn must now acknowledge her own pain and help her family deal with this crisis.

Literacy instructors and students have shown a lot of interest in *Not Only Me*. One instructor commented, "I liked the lean and forceful writing, the way the author provided just enough detail to establish the characters and setting. This book is very clear in making its point that the cover-up of sexual abuse only serves to perpetuate the problem and damage the lives of more children."

Literacy students have been enthusiastic in their comments:

- "I have never read such an *intensifying* book. It's simple, straight forward, understandable. There's truth, reality...The book serves as a tool to break out of the pattern of 'secrets'."

- "It's very dramatic and the narrator keeps you curious to continue reading the story."

There have been few negative comments about *Not Only Me*. One student was concerned that some people might find the subject upsetting. An instructor made the point that "the ending seemed too easy." But even these two felt the book was valuable for opening discussion and shedding some light on a topic that has been taboo for so long. Instructors who choose to use this book with students might find some helpful suggestions for dealing with the difficult subject of child abuse in the resource book, *Let the Healing Begin*, which is also reviewed in this bulletin.

Not Only Me comes in a pocketbook format with an appropriate print size and plenty of white space. Illustrations are included every few pages.

CHAPTER 7

It was way past dinner time when my mom and I left the hospital that night. We picked up Chrissie from Janie's house, then went to Wendy's for something to eat.

That gave the three of us time to talk. And we talked through everything. I guess I finally understood how awful all this was for her. Jack had been half of her life for the last seven years. He'd been a pretty good husband, a good father, at least outside the house. It wasn't easy for her to throw all that away.

But now she knew nothing else would work.

We figured that Jack would be out at a meeting by the time we got home. But we figured wrong. The light was on in the kitchen. We could see Jack inside even as we pulled into the driveway.

My mom looked scared, like she wasn't ready to face him yet.

"We'll be O.K.," I told her, squeezing her hand. "We're in this together now." I sounded a lot braver than I felt.

Mom just nodded.

The three of us walked into the house and hung up our coats. Jack was in the kitchen, washing some dishes. He looked at the three of us as we came in, and smiled. He smiled as if there was nothing wrong. But I could tell what the smile was covering up. Jack was scared.

"I wondered why you weren't here for supper," he said to my mom, as if we had just been out shopping, or gone to a movie.

"We've been to the hospital," my mother said.

"Somebody get hurt?" he asked, still smiling. I hated that smile.

"We've all been hurt, Jack," my mother told him. Her voice was shaking and she started to cry.

"By you," I threw in. I wanted to hit him. I wanted to hurt him, to get even for

Let the Healing Begin

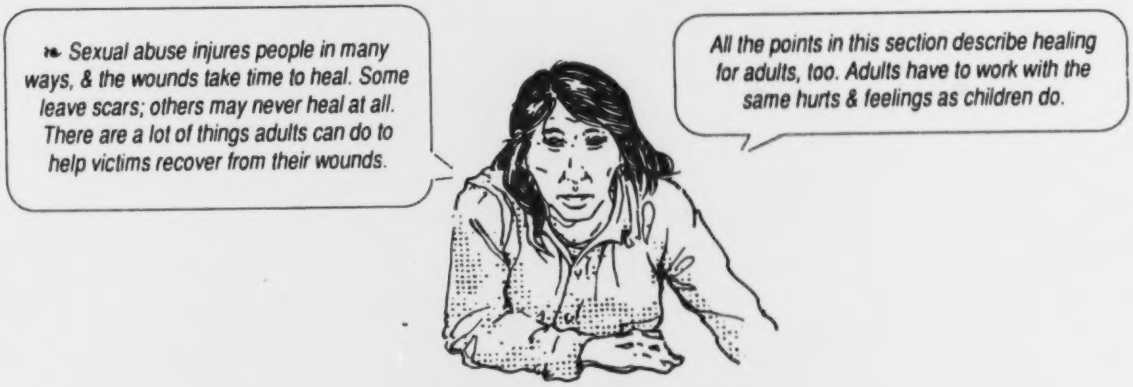
Author: Maureen McEvoy
Publisher: Nicola Valley Institute of Technology, 1990
Available: NVIT, Box 399, Merritt, B.C., V0K 2B0
Tel: (604) 378-2251 Fax: (604) 378-5898
Price: $19.95
Reviewed by: Laurie Gould
Level: Functional/Independent
ISBN 1-55095-000-2

This valuable resource book was written by Maureen McEvoy who has been a counsellor and workshop leader in the area of child sexual abuse for many years. It introduces and explains the problem of child sexual abuse and shows how child abuse victims try to cope with their secret. It includes advice on how others can assist victims to disclose their painful secret and find help. It explains the process of reporting suspected abuse, and how the system in B.C. works. It suggests ways that individuals and groups can work together to deal with, and try to prevent sexual abuse. It is for any adult, teacher, student, parent, teenager, bandworker or community worker who wants to make a change.

Let the Healing Begin is written in simple, straightforward language and contains numerous illustrations and plenty of white space which help to make this book accessible to adult literacy students. The comprehensive appendix contains an annotated bibliography of books, abuse programs, films, and services as well as a glossary and a section on interviewing guidelines for workers to use with suspected abuse victims.

Although this book was designed for and draws upon the experience and ideas of native communities, it has a much wider audience and could be used in small groups, classroom, and workshops as well as for individual study. One instructor who trains family violence counsellors uses the book as assigned reading for the course. She feels that it does an especially good job of showing that child sexual abuse is a community problem and focuses on the need to change community values and structures. She also identified the section on picking a therapist as particulary worthwhile. One student in an adult learning centre said, "The information in the book would be helpful in breaking the cycle of incest and sexual abuse."

The one caution people used when recommending this book is that it does encourage and facilitate discussion, so anyone using this book should be prepared to deal with the emotions it may open up. Reading *Let the Healing Begin* will help you to prepare to deal with the subject of child sexual abuse with your students.


❧ Sexual abuse injures people in many ways, & the wounds take time to heal. Some leave scars; others may never heal at all. There are a lot of things adults can do to help victims recover from their wounds.
All the points in this section describe healing for adults, too. Adults have to work with the same hurts & feelings as children do.

Helping the Child who has been Sexually Abused

Healing takes time. The child who has been sexually abused needs time to recover. Give the same reassurances to the child that were given at the time of disclosure. Parents and family should often say things like "It's not your fault," and "You were right to tell about the abuse." In fact, they should say it until they sound like a broken record.

Be aware that the child may still be afraid of the offender. The child may be expecting the offender to carry out the threats used during the abuse. The child may be afraid to go out into the community in case she or he runs into the offender. The child may also be afraid she or he will be removed from the home.

These fears block healing. It is important that adults help the child to name and talk about these fears. Encourage the child to ask for what will make her or him feel safe.

It helps if adults give the child a clear idea of what to expect on a daily basis. Consistent routines and predictability help calm the child's fears.

Once the child feels safe, a strange thing may happen. The child may seem to get worse. Like a cork popping from a bottle, all the feelings suppressed by the child during the abuse come tumbling out. Fear, confusion, guilt, shame, helplessness, and anger are some of the feelings the child may experience. This may be a very distressing time for adults, but the venting of feelings is an important healing step.

Some children will never recover the innocence of childhood. Adults can, however, help a child feel worthy of respect. Adults can teach children to value their bodies. Adults can also help increase a child's ability to trust others. Here are some of the areas where adults can help.

✚ Guilt

Children may feel guilty for many reasons: for being abused, for allowing it to happen, for enjoying it, for telling, for not telling sooner, for hurting family members, for disrupting the family, and for having mixed feelings towards the offender.

The guest review for this issue is by Audrey Farnden, the Director of the Learning Disabilities Association of British Columbia, southern Vancouver Island chapter.

Literacy and Learning Disabilities: A Handbook for Literacy Workers

Author: June W. Karassik
Publisher: Learning Disabilities Association of Canada, 1989
Available: LDAC, 323 Chapel Street, Suite 200,
Ottawa, Ontario, K1N 7Z2 Tel: (613) 238-5721 Fax: (613) 235-5391
Price: $5.00
ISBN 0-919053-42-4

This handbook is written for literacy workers who are working with individual learners or small groups of learners and who are looking for ways to help those having particular difficulty in learning to read and write.

The book provides basic information on learning disabilities while stressing that each person is unique in the way in which he/she learns. It points out the puzzlement to both the learner and the teacher when the learner can speak well, but not read or write well or can read well but not write or spell. Another point it describes is the inconsistency that a person with a learning disability can display in both learning and remembering from day to day.

While giving some keys to a successful literacy program, this handbook also describes teaching and learning strategies that offer plenty of opportunity for creativity and flexibility. It offers concrete examples of ways to make this happen by providing a supportive, positive learning environment where new skills can be practised and learned.

The Learning Disabilities Association of Canada has also published a more extensive book on this topic called *Bringing Literacy Within Reach: Identifying and Teaching Adults With Learning Disabilities*, 1991, 150 pages, $25.00.

literacy skills increase, the clients should be encouraged to reduce the use of compensation skills and to try their newly acquired skills.

Another equally important goal in literacy training is to teach the clients "how to learn" by giving them strategies to use in varied situations that they can apply once the formal lessons have ended.

Learning Strategies

Research over the last decade has addressed some of the specific problem solving deficits that occur within the population of people with learning disabilities. Supportive learning strategies have been developed to target these deficit areas.

Students with learning disabilities have been described as "passive learners", not actively involved in the learning process (Torgeson, 1982). This passivity has been attributed to their inability to use appropriate task strategies (Alley and Deshler, 1979). For example, individuals with learning disabilities will usually not:

Do a task analysis -
What am I supposed to do?
What are the steps?
In what order should they be done?

Choose the most efficient way -
How many ways are there to do this?
Which is the best way?

Use inner language to guide their way through a task-
O.K., now I've done that.
Next, I do ...

Monitor -
Ask themselves how they are doing in the
midst of a task so that they can make corrections.

Change their approach to a task even when failure is obvious -
They may not consider that there are alternatives.

Canada Votes: How We Elect Our Government

Author: Linda Granfield
Publisher: Kids Can Press, 1990
Available: Bookstores
Price: $9.95
Reviewed by: Maureen Stephens
Level: Functional
ISBN 0-921103-88-3

Canada Votes focuses on the federal election process and how we elect our federal government. This topic is difficult to make readable and interesting to fundamental students, but *Canada Votes* is a reference book that makes learning about federal politics fun.

The book is divided into nineteen sections. These sections deal with such topics as Who Can Vote?, Getting on a Voters' List, How Do I Look? (politicians and their image), etc. The topics do not follow any particular sequence. An informative glossary and index are at the back of the book.

The layout of the book is very appealing to the adult reader. Comical cartoon illustrations appear on each page and break up the print.

This book was used extensively by an English 60 class and their comments reflect its true value

- "Now that I have been introduced to how election and Canadian politics operate, I look at politics more positively."

- "It is about time there was a book like this for people who are not strong readers, but who want to know more about government."

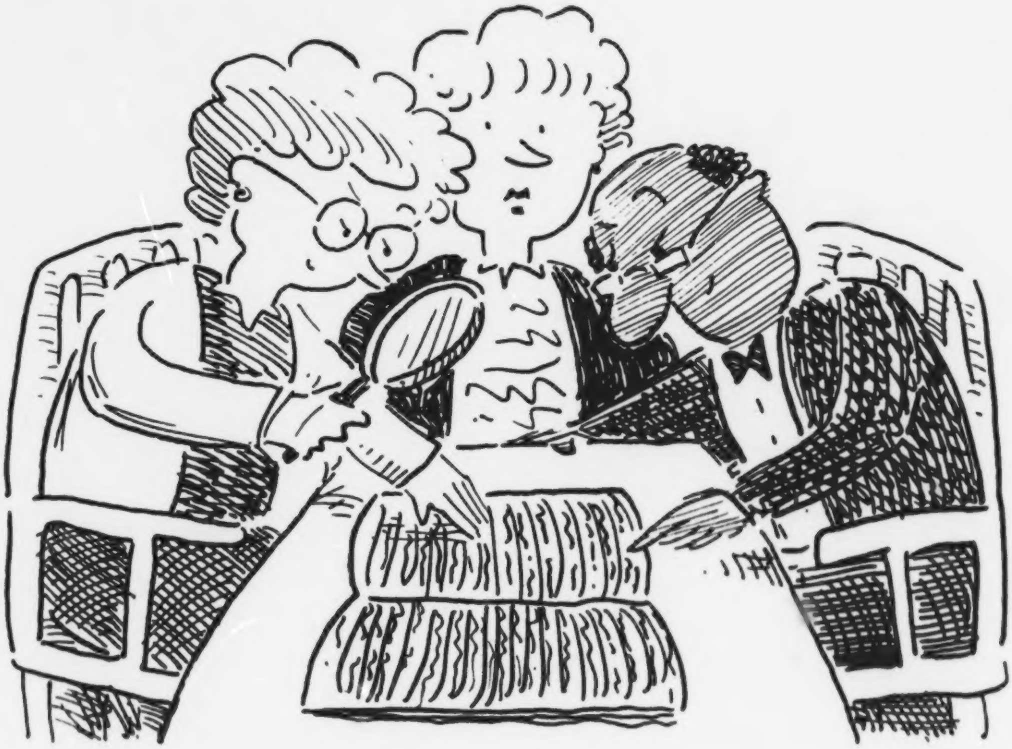
- "I feel that it got my interest up in wanting to learn more about today's politics."

- "I never cared for voting or government before. I wouldn't of even voted but I voted (B.C. election Oct. '91). I found it very interesting to see how the different parties started."

Scrutinizing the Situation

When you enter the polling station, you may see some people sitting near the DRO and the poll clerk. These are the *scrutineers*. They observe carefully, or "scrutinize," the voting proceedings to make sure everything is following the law.

Scrutineers are appointed by the candidates to work at the station on their behalf. They may examine the poll book as election day progresses to see who has voted. If John Green, one of the candidate's strongest supporters, hasn't voted yet, the scrutineer may relay information to the campaign office. People there can call Mr. Green and see if he needs a ride to the polls, a babysitter, whatever. They need his vote. A scrutineer can leave and re-enter the station as he pleases and can challenge a voter's right to vote. But he cannot question any voter or influence a voter's decision.



Forms in Your Life
A Student Workbook and Guide to Everyday Forms
(Third Edition)

Author: Thomas F. Elrick
Publisher: Globe/Modern Curriculum Press, 1991
Available: Globe/Modern, 3771 Victoria Park Ave.,
Scarborough, Ontario, M1W 2P9 Tel:: 1-800-263-4005
Price: $10.85
Reviewed by: Basha Rahn
Level: Independent
ISBN 0-88996-244-8

Forms in Your Life, intended as a practice book, contains 26 actually reproduced forms that people use in everyday life. Before each form there is a list of words and phrases which appear in the form. In an appendix at the back of the book there is a list of abbreviations and short forms of words useful for many business needs. The book has large easy-to-read print and spacing around the text and forms.

The contents include forms for school and employment, for banking, for consumer needs, for housing and for provincial and federal applications. There is a personal fact sheet at the front of the book for students to keep as an information source for forms. This revised edition, published in 1991, has up-to-date forms and a more adult approach towards readers.

Because forms are essential for everyone, being able to work through the forms in a group or with a tutor makes *Forms In Your Life* a worthwhile resource. Students who have never before done their own banking have found this kind of practice a useful activity.

Some concerns should be mentioned. Students and teachers have found the vocabulary complicated. In the suggested words and phrases preceding each form, a student needs to find the meaning of those words or work with others to understand the phrases necessary to fill out the forms. A further weakness is the reduced size of the forms which makes some of them difficult to read and fill in. These may need to be enlarged on a photocopier before you can use them.

Despite these objections, *Forms In Your Life* can be recommended for its advantages in a class or tutoring situation.

FORM

3

Part Time Job Application

A part time job can be very rewarding. Part time jobs mean meeting new people, earning extra money, and of course learning new skills. You can work during the day, in the evening, on weekends, or on summer holidays. To apply for a part time job you will usually have to fill out a company application form, similar to the one shown here.

Part time jobs can be found in many different places, for example, in fast food restaurants, offices or stores. You can choose some local businesses to apply to, or you can follow up the advertised job openings in the paper or at your local Canada Employment Centre. Usually you can take the application form home to fill it out.

Words and Phrases

The following words appear on Form 3. Do you know what they mean? Look up any word that you don't know. Write a short definition for each word or phrase. If you prefer you may use the word or phrase in a sentence. The first one has been done for you.

criminal offense An act that breaks the law.

proof of age

availability

The Childbearing Year

Author: Barbara B. Holstein
Publisher: New Readers Press, 1990
Available: Artel Educational Resources, 5528 Kingsway,
Burnaby, B.C.,V52 2G2 Tel: (603) 435-4949 Fax: (603) 435-1955
Price: $12.95
Reviewed by: Lorraine Fox
Level: Functional/Independent
ISBN 0-88336-567-7

This book is designed to help mothers-to-be learn about keeping themselves and their babies healthy during pregnancy. It is divided into three sections: Pregnancy, Birth, and You and Your Baby. There is a complete glossary of words used in each chapter at the back of the book. Black and white line drawings, photos, and bold headings break up the text throughout the book.

The Childbearing Year could be used as a guide for an entire pregnancy and birth and would be a useful component in a health or lifestyles class. The language is concise and is at a level that can be used by students of various reading capabilities.

A public health nurse who field tested the book said certain techniques illustrated do not represent current hospital procedures. For example, she noted that most deliveries occur in a semi-reclining position rather than with the stirrups pictured in one of the diagrams.

Overall, I feel this book would be useful in explaining the wonders of birth to new mothers. One of my students who is post-natal enjoyed reading and discussing the material. Another student in Victoria said, "It gives a good basic coverage of what to expect, but for myself it didn't seem to have enough detail."

Your feelings

By the middle of pregnancy, you can feel the baby move inside you. The baby is "real" in a new way. Feeling the baby move makes some women dream about babies. Some dreams are funny. Some are scary. It is normal to have dreams about babies. Use this space to write down your dreams. If you don't remember a dream, write down your feelings about having a baby.

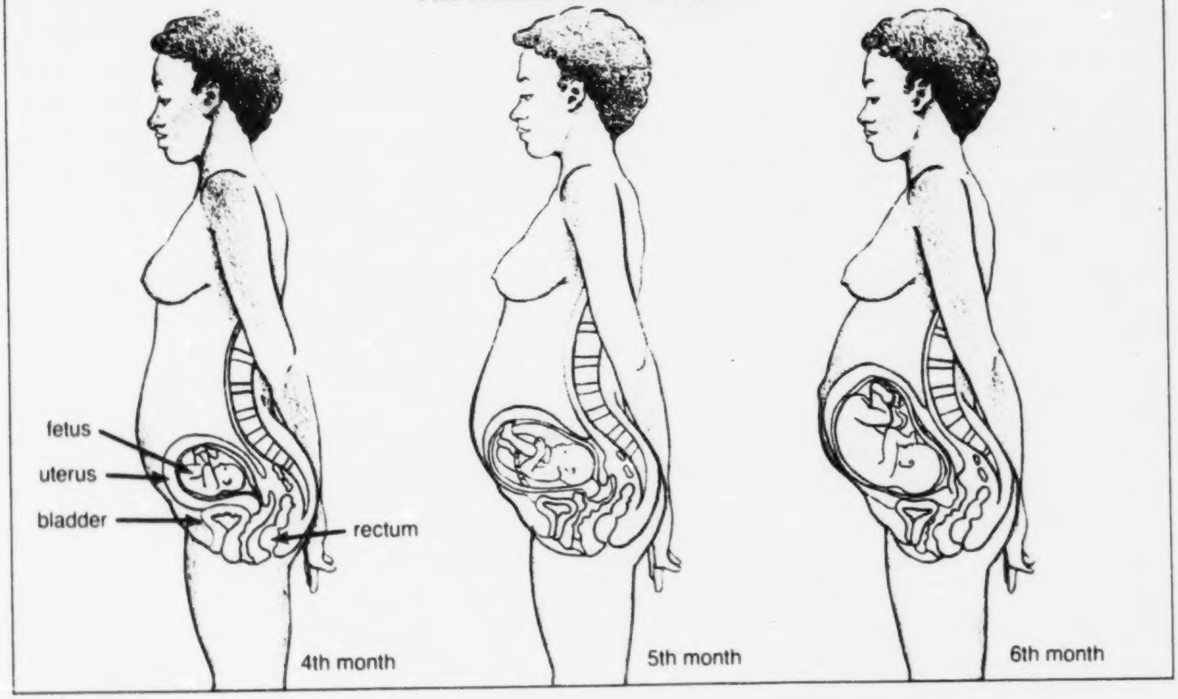
What is happening to my baby?

From now until your baby is born, it is called a fetus. *Fetus* means "unborn." The fetus grows very fast. In the fourth month, it is six inches long. By the sixth month, it is 12 inches long! Soon it will weigh one pound.

By now your baby has tiny bones. It can open its eyes and hear the sound of your voice. All of the baby's parts are there.

The fetus moves a lot. Soon you will feel it. It will flutter. It will tickle. Sometimes it feels like butterflies in your tummy.

The middle three months



31

A Good Beginning: Enjoying Your Baby's First Year

Author: Barbara Lewis
Publisher: New Readers Press, 1990
Available: Artel Educational Resources, 5528 Kingsway,Burnaby, B.C., V5H 2G2 Tel: (604) 435-4949 Fax: (604) 435-1955
Price: $11.95
Reviewed by: Joan Acosta
Level: Basic
ISBN 0-883336-570-7

A Good Beginning: Enjoying Your Baby's First Year is a month-by-month guide to the first year of a baby's life. It is a combination of text which could be used in a classroom setting and a wall calendar for home use.

The pages have an open format with lots of white space and illustrations. The text itself is easy to read and avoids being preachy. There is information about child development as well as simple ideas to encourage creative play and communication between baby and parent. Traditional nursery rhymes are included as well as directions for easy-to-make, low-cost toys.

The author encourages experimentation and emphasizes adapting to the likes and dislikes of the child, rather than offering a restrictive list of do's and don'ts. Lewis says, "Fit each idea to your child. If it works, keeps it. If it doesn't, try later or forget about it."

Two young mothers who used *A Good Beginning* had the following comments:
- "I wish I'd got it when Shane was born, instead of at six months. It has lots of good ideas."
- "I hung it near the change table and read it while I was changing my baby's diapers."

5 - 6 months

Baby wants to learn about the world around her.

Name the objects she sees: "See the lamp." Name household objects (pictures, furniture, lights, stove, etc.).

Whatever you give to baby, name it (food, toys, clothes, etc.).

When you're outdoors, name the trees, flowers, animals, etc.

Baby is growing socially.

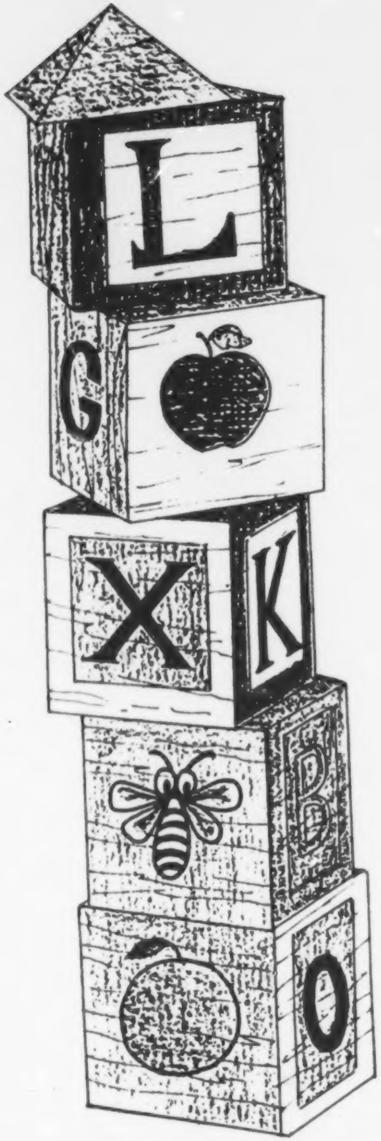
Play games with her.

Have family members play games with her.

Let her watch other children play.

Play "Peek-a-Boo." Put your hands over your eyes first, then put baby's hands over her eyes.

Play "This Little Piggy" with baby's toes.



Baby likes success.

She learns to try.

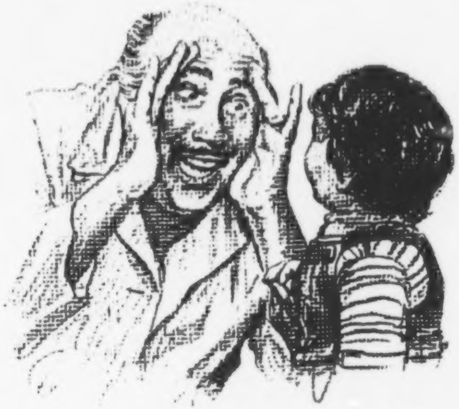
Let her know when she's done a good job. Reward her with a smile or a hug, or say "good."

She likes toys that make noise.

Give her toys that bang and shake.

Simple toys can be found around the house. Here is one idea.

- Put one or two blocks in an oatmeal box. Be sure to seal the top.



Stories for Parents

Author: Clairece Feagin and Michelle Feagin
Publisher: Contemporary Books, 1990
Available: Fitzhenry Whiteside,91 Granton Richmond Hill, Ontario, L4B 2N5 Tel: (416) 764-0030 Fax: (416) 764-7156
Price: $4.95 each
Reviewed by: Paula Davies
Level: Basic

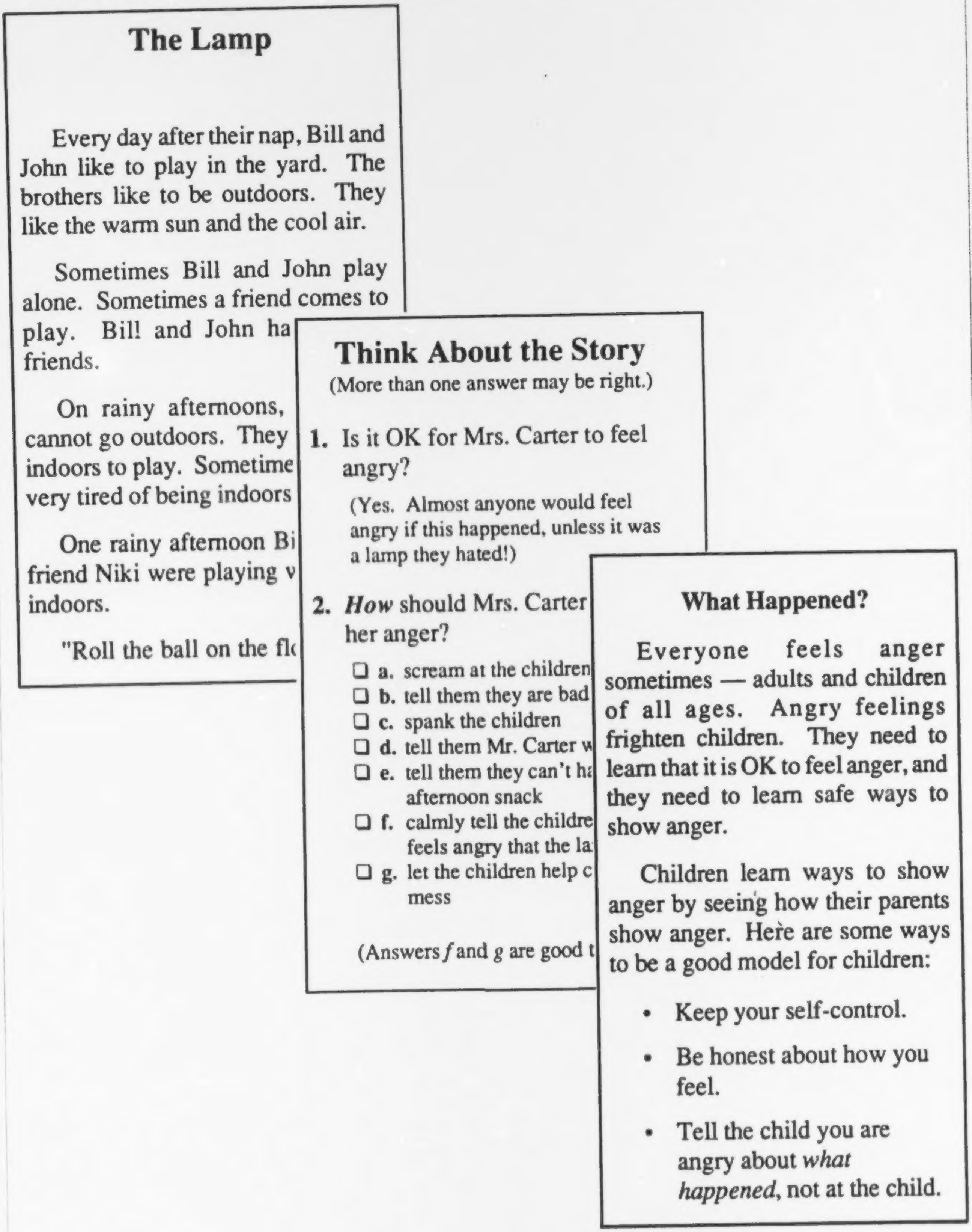
This new series, by Contemporary Books, contains six small booklets all dealing with topics of concern to parents. Issues such as building children's self esteem, coping with stress and anger, and safety in the home are explored.

Each small book is broken into several short vignettes all relating to the general theme of the book. In *Making It Right* for example, four separate stories, "Tommy and the T.V.," "The Snowball," "Lori's Accident," and "The Sprinkler" all show children getting into mishaps and how their parents deal with the situations. At the end of each vignette there are several multiple choice questions to answer as well as several more general questions relating to parenting to be pondered and discussed. A boxed summation of the parenting principle being approached in each vignette is also provided.

During field testing, students responded positively to these books. In one class, learners had specifically been asking for stories dealing with parenting. This set was subsequently ordered and has been well used. These students particularly liked the suggestions offered in the boxed summations.

A weakness raised by several of the instructors who used the books is the rather stilted, unnatural, Dick and Jane quality of the text. Complicated parenting problems are presented in very simplistic terms, which at times borders on paternalistic.

However, the low reading level coupled with the high interest level of these books, makes them accessible to individual students and valuable as a stimulation for group discussions on parenting.



The Lamp

Every day after their nap, Bill and John like to play in the yard. The brothers like to be outdoors. They like the warm sun and the cool air.

Sometimes Bill and John play alone. Sometimes a friend comes to play. Bil! and John ha
friends.

On rainy afternoons,
cannot go outdoors. They
indoors to play. Sometime
very tired of being indoors

One rainy afternoon Bi
friend Niki were playing v
indoors.

"Roll the ball on the fl

Think About the Story

(More than one answer may be right.)

1. Is it OK for Mrs. Carter to feel angry?

(Yes. Almost anyone would feel angry if this happened, unless it was a lamp they hated!)

2. ***How*** should Mrs. Carter
her anger?

- ☐ **a.** scream at the children
- ☐ **b.** tell them they are bad
- ☐ **c.** spank the children
- ☐ **d.** tell them Mr. Carter w
- ☐ **e.** tell them they can't ha
  afternoon snack
- ☐ **f.** calmly tell the childre
  feels angry that the la
- ☐ **g.** let the children help c
  mess

(Answers *f* and *g* are good t

What Happened?

Everyone feels anger sometimes — adults and children of all ages. Angry feelings frighten children. They need to learn that it is OK to feel anger, and they need to learn safe ways to show anger.

Children learn ways to show anger by seeing how their parents show anger. Here are some ways to be a good model for children:

- Keep your self-control.
- Be honest about how you feel.
- Tell the child you are angry about *what happened*, not at the child.

The Gift of Literacy: Books to Share with Children Bibliography

Author: Terry Clark
Available: Vancouver Public Library, 750 Burrard Street,
Vancouver, B.C., V6K 1C5
Reviewed by: Thomas Quigley

Terry Clark, head of the library's Youth Division, created this bibliography as a book selection tool for Invergarry Learning Centre, and the Centre has graciously agreed to share it with any other groups or individuals who might find it useful. It lists quality children's literature that adult learners might want to share with their children. Books were chosen on the basis of their appeal to adults, not kids. The 246 titles are presented in one sequence in alphabetical order by author. There are no annotations. Canadian titles are included, and are indicated in the list. All books were in print at the time the list was created; ordering information is included, with an emphasis on paperback editions.

The titles portray a wide variety of cultures and a broad range of lifestyles. While most are picture books at the Basic level, there are some controlled vocabulary readers and short children's novels at the Functional level.

You are welcome to come to the Vancouver Public Library and photocopy the list at your own cost. If that isn't possible, go to your local library and request this bibliography through inter-library loan.

Our Words

Authors: Project Literacy Kelowna Learners
Available: Maxine Veach, Project Literacy Kelowna, #14-1304 Ellis Street, Kelowna, B.C. ViY 1Z8 Tel: (603) 762-2163
Price: $5.00
Reviewed by: Barbara Bate
Level: Basic

Our Words is an anthology of short stories written by Project Literacy Kelowna learners. The book is appropriately dedicated to the tutors and learners of this literacy group.

The stories in *Our Words* reflect the life experiences of the writers. The authors are real people talking about real issues—education, jobs, relationships. Such titles as "My Life in Carnival," "My Second Job," and "Freedom to Grow" are inviting to new readers who feel comfortable with the subject matter.

In addition, the stories inspire new writers who benefit from the experience of others. One student who reviewed the book said, "Sometimes you don't know about other people's lives and you read this and you see that what happened to you, happened to someone else."

Our Words is free of bias, appropriate for beginning readers and writers, and will remain current. It is a friendly little book, attractively laid out with interesting illustrations.

Rodeo Rider

by The Cowboy

I was in the Rodeo for fifteen years. I started at age sixteen and quit at thirty-three. In most of the rodeos I competed in, I rode bareback and saddle broncs and also bulls. Even though I have won lots of money, it isn't all fun and games because I have so many broken bones. When I was not rodeoing I drove an eighteen wheeler and my C.B. handle was Cowboy.

Out and About

The Literacy Advisory Committee of the Greater Vancouver Library Federation recently sponsored a workshop called "Literacy Materials: Why, Where and How." It was attended by 65 members of the literacy, library, and publishing communities. Three members of our committee participated and a collection of the materials reviewed to date in the Bulletin were available for examination in a display set up by the Adult Literacy Contact Centre.

Laurie Gould started off the day-long activities with a talk about the criteria for selecting good literacy materials. She explained in detail the criteria used by the Literacy Materials Committee and suggested ways to find the best literacy materials available.

Joan Acosta gave a workshop on Plain Language which provided participants with general guidelines for making materials clear and easy to read. She discussed and gave examples of some of the factors which affect readability such as language, organization, and layout and design.

Thomas Quigley, in addition to playing a primary part in the planning and organization of the conference, moderated a lively roundtable discussion on the problems and concerns of literacy book publishers and consumers. As well, Thomas, in his role of librarian, described ways of processing literacy materials in libraries.

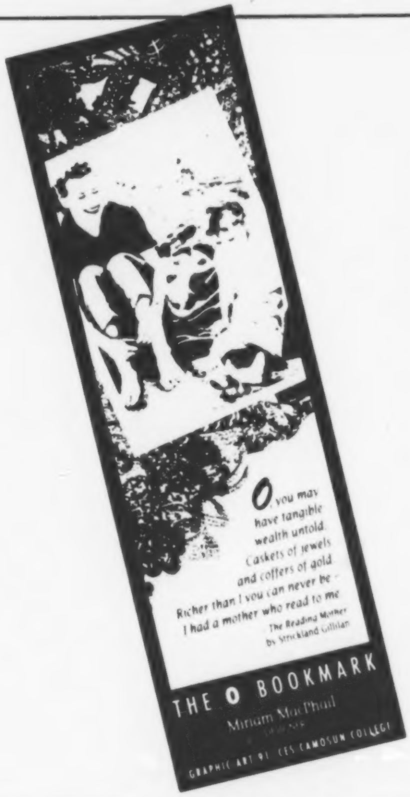
Bookmark Posters

In the spring of '91, a Victoria graphic arts class completed a project — three posters on the topic of Communication and Literacy— which has achieved international recognition.

Each student designed a bookmark based on one letter of the alphabet, and the 26 designs were combined into the three posters.

Each set of full-colour posters includes a set of 28 individual bookmarks. The images and words touch on literacy and Braille, the environment and music, the pain of the non-reader and the joy of the newly-literate.

If you are interested in acquiring a set of posters and bookmarks, please contact Project Literacy Victoria at 381-3755. The $15.00 per set charge includes shipping, and assists the Victoria organization in funding its Volunteer Tutor Training Programme.


O, you may have tangible wealth untold.
Caskets of jewels and coffers of gold.
Richer than I you can never be -
I had a mother who read to me
The Reading Mother by Strickland Gillilan
THE O BOOKMARK
Miriam MacPhail
GRAPHIC ART 91 CES CAMOSUN COLLEGE

Information about *The Literacy Materials Bulletin*

Selecting materials

In 1990, the committee established a number of criteria for use in selecting materials.

We are looking for material which is:

☑ currently in print.
☑ adult-oriented and interesting to learners.
☑ free of bias from age, sex, and race.
☑ appropriate to the reading level of learners.
☑ designed to encourage meaningful discussion and critical thinking.
☑ up-to-date and easy to use.
☑ successful with learners.

Wherever possible, we try to select and field test material with Canadian content.

Circulating materials

The materials reviewed in this bulletin are available on a loan basis for a period of a month. If you wish to borrow any of them, please contact:

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel/Fax: 687-5077

Permanent collection

A complete and permanent set of the materials from all five bulletins is available at:

Adult Literacy Contact Centre
Suite 622, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624 (Lower Mainland) 1-800-663-1293 (toll free)

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title ______________________________

Author ______________________________

Publisher ____________________ **Copyright Date** ______________

Level (please circle)

***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? ______________________________
2. Interesting to learners? ______________________________
3. Appropriate to the reading level of learners? ______________________________
4. Successful with learners? ______________________________
5. Encourages meaningful discussion and critical thinking? ______________________________
6. Easy to use? ______________________________
7. Free of bias for age, sex, and race? ______________________________
8. Up-to-date? ______________________________
9. Canadian content? ______________________________

Send the completed form to:

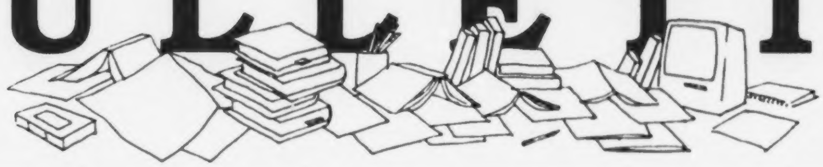
Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C.
V5T 4N3

Recommended by:

____________________ (name) ____________________ (institution)

THE LITERACY MATERIALS

BULLETIN



⑥

Fall/Winter 1992

This issue of the Literacy Materials Bulletin contains reviews on a variety of materials including language experience stories from learners in B.C., human interest stories from around the world, the myths and legends of many countries, a teacher's manual on writing, a guide for setting up community and workplace literacy programs, a booklet about parenting, a tutor handbook on whole language, and much more. All the materials have been field tested in literacy programs throughout B.C. and are appropriate for adult learners working at the fundamental or beginning literacy levels. We hope these reviews will help you select materials that are engaging, relevant and useful.

Within the pages of your copy of the Literacy Materials Bulletin is a card to fill out and return to us. On the card please indicate if you would like to continue receiving the Bulletin and if the information on the address label is accurate. There is also space for comments or suggestions and we encourage you to take a minute and tell us what you think we are doing right in the Bulletin and/or what changes you would suggest. If there is not enough room on the card, feel free to write your comments on another piece of paper and send it to us. We will use this information to up-date our mailing list and plan for future Bulletins.

There have been some changes to the Literacy Materials Committee since the spring issue. Joan Acosta has stepped down after chairing the committee from its first meeting in 1989. Joan was an innovative, creative and dedicated member and largely responsible for the Bulletin you are reading today. We will all miss her. In addition, we regretfully say good-bye to Basha Rahn who has moved from the Sooke School District to northern B.C. Thank you Basha for your exceptional work over the past two years in seeking out, field testing and reviewing materials. We are also sorry to lose Sandi Lavallie of Northwest Community College. In her short time on the committee Sandi contributed a great deal. I have very much enjoyed working with and getting to know each of these talented women.

Laurie Gould, Chair

Literacy Materials Committee (1992-1993)

Paula Davies
College of New Caledonia
561-5835

Sylbia Doherty
Cariboo College
392-6202

Lorraine Fox
Native Tutoring Centre
874-0664

Laurie Gould
Vancouver Community College, KEC
871-7369

Sandi Lavallie
Northwest Community College
845-7266

Basha Rahn
Sooke School District
474-2175

Yana Sabanskis
Vancouver School Board
662-8422

Maureen Stephens
Okanagan College
762-5445

Loraine Wong
Langley School District
534-0333

RESOURCE PERSON:
Thomas Quigley
Vancouver Public Library
682-8024

Title: Global Stories of People Working for Change
Authors: June Dragman and Michael Szasz
Publisher: CoDevelopment Canada, 1992
Available: CoDevelopment Canada, 1654–W. 7th Ave.
Vancouver, B.C. V6J 1S5, 739-8425, 739-8427(fax)
Price: $7 each, $4 for 2-9, $3 for 10-19, $2 for 20 or more
Level: Functional/independent
Reviewer: Yana Sabanskis

Global Stories of People Working for Change

This is a collection of human interest stories from countries around the world such as Guatemala, Ethiopia, Eritrea, Nepal and Bolivia and focuses on various current social and economic issues such as literacy, family violence, agricultural concerns, and war's destructive nature at the human level. It provides excellent reading for students and offers instructors an opportunity to generate discussion and awareness.

A sense of universality prevails throughout this compilation, allowing readers to relate and often identify with the real life characters. It all serves to bring an awareness that none of us are alone in our situations and experiences. The narrative quality of the writings gives a feeling of immediacy that the students seem to respond to.

The story, "Workers Making Connections", contains an article about mining and the lives of miners. One could easily connect this with the recent West Ray mining disaster on the east coast of Canada.

The informative nature of the articles, together with the simplicity of language, is valuable in promoting awareness of the politics and economics of individual nations and of their relationship with industrial countries such as Canada and the U.S. No sides are taken, allowing the readers to comprehend the facts and come to their own conclusions.

Global Stories provides a range of topics for class work, and at the same time affords flexibility to the teacher in so far as audience is concerned. Sensibilities of certain cultural/demographic groups could be frayed if a particularly sensitive topic is opened for discussion. However, proper presentation and treatment of the subject could turn something potentially threatening into something educational and thought-provoking. For example, "Ana's Story", a real-life account of wife abuse is presented in a sensitive, credible way generating discussion in which most students are willing to voice an opinion.

The exercises at the back of the book are quite useful, providing a guide and suggestions for the instructor. They are taken theme by theme and include all aspects of classroom activity such as discussion, pre-reading, post-reading, writing and vocabulary exercises. Permission is granted to photocopy material for non-commercial classroom use.

Sample Page

GUATEMALA : Who is the Food for?

Miguel and Rosa live in the mountains of northern Guatemala. They are Mayan Indians and speak very little Spanish.

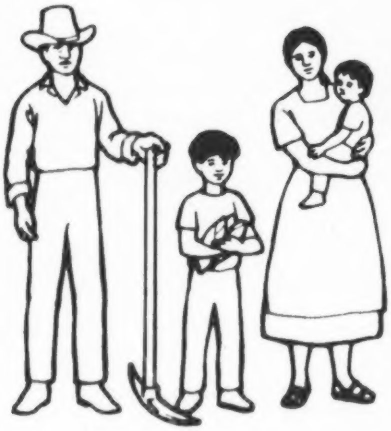
The couple has five children. They own a small plot of land, but they can't make enough money to feed their family. So every year Miguel, Rosa and the children have to move south to work on a large farm called a *finca*.

The land in the south is good for farming. Most of this land belongs to a few rich landowners. They grow coffee, sugar cane and cotton. These are called "cash crops" because the landowners sell the crops for money. The landowners also raise cows on the land. Most of the cash crops and beef are shipped out of Guatemala. They are sold to other countries such as the United States and Canada.

Miguel and Rosa each make about $1.00 a day on the finca. Their children work too, but they do not get any money. The landowners do not want to pay the workers more.

Children work

to help their parents.



Title:	Let Them Write Volume 1
Authors:	Arlene Marks/Bette Walker
Publisher	Summit Educational Services
Available:	P.O. Box 149, Richmond Hill, Ontario L4C 4X9
Price:	$ 99.95 for 5 book set (includes binder for reproducibles) $ 24.95 for each individual book $ 5.75 for ***Getting Students To Write***
Level:	Functional/independent
ISBN:	1-895187-17-6
Reviewer:	Paula Davies

Let Them Write Volume 1

Let Them Write Volume 1, written by two experienced, Canadian language arts teachers, is a set of five teacher's manuals: Descriptive Writing, Characterization, Setting, Plotbuilding and Enrichment. Each manual contains an introductory section, comprehensive lessons, reproducibles (perforated for easy removal) and suggested further activities.

The manuals were written for use with junior and intermediate public school students in order to get them to write prose fiction. Because of this intended audience, they do not always seem totally appropriate for adults. They deal exclusively with expressive writing and as such, the transactional writing needs of adult literacy students are not addressed.

The approach in the manuals assumes a regular classroom setting, with constant classes and much time. This is not always the structure of adult literacy classes thus limiting the usefulness of the approach.

During field testing, however, instructors felt that activities could easily be adapted to more appropriately reflect adult content and needs. As well, it was felt that specific sections or certain activities could be pulled from the manuals and used effectively with adult students.

A clear strength of the *Let The Write* program, identified by all the reviewers, is the emphasis on the writing process. The repeated movement through the various steps of the writing process was seen to be done in a stimulating, creative and motivating way.

While these manuals were not seen to be directly transferrable to many adult literacy settings, they were seen as excellent resources for teachers or tutors who would like specific lesson plans to help them implement a writing process approach. The authors' vast, hands-on classroom experience is obvious in these useful manuals.

Getting Students To Write

This 24 page booklet which accompanies the five book set, or sells separately overviews the creation of a writer friendly classroom and would be a welcome addition to any literacy instructor's library.

SKILL 5

BUILDING A CHARACTER'S PHYSICAL DIMENSION

LESSON PLAN

PURPOSE: The teacher explains that an author makes a character *real* for the reader by having that character take up physical space -- i.e., having the character leave items behind, live in a place and own things that demonstrate his/her interests, talents, origins, and so on. The physical dimension of a character is a facet that will impact on the SETTING of the story.

STEP 1: The teacher discusses how people have an impact on their surroundings. The class can brainstorm to figure out how a mother would know:

1) from looking in her kitchen, that her children have eaten breakfast;
2) from looking in her teenage daughter's bedroom, that she has an important date that night;

3) from looking in the family room, that her son loves music.

STEP 2: The teacher divides the class into 6 groups and gives one of the room pictures to each group. Students list on chart paper the items in the room that tell what type of person owns it. At the top of the chart paper, they also briefly describe the type of person that the group feels lives in the room.

STEP 3: These pictures and lists are displayed around the room and each group presents its findings and conclusion to the rest of the class.

STEP 4: Each group then selects a character and a room from the two lists on the blackboard. (see CONCRETE MATERIALS) Students make a list of all appropriate objects that might be found in this person's room and where in the room they might be found.

STEP 5: Together, each group writes a descriptive paragraph (on regular lined paper) about the room without mentioning the owner.

STEP 6: Each group selects a reader to present their paragraph to the rest of the class, who then try to guess which person from the list owns the room.

Title: As A Child Grows
Author: Rosanne Keller
Publisher: New Reader's Press, revised 1989
Available: Artel Educational Resources, 5528 Kingsway,
Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price: $4.25
Level: Functional
ISBN 0-88336-511-1
Reviewer: Sylvia Doherty

As A Child Grows

As a Child Grows is a beautiful little book that approaches parenting from the perspective of the child's needs. It is simply written and therefore suitable for beginning readers. However, its wealth of wisdom, practical information and tips ensure that more advanced readers will also find it interesting and valuable.

> "This book . . . is about the needs of children. It is about who little children are. It is about what they can do. But mostly this book is about love."

Its appealing format and poetic style of text make it very attractive. The creative lay-out features bold lettering, headings, varied line lengths and expressive illustrations on nearly every page.

The second half of the book guides the reader through the early stages of a child's life, from newborn to five years of age, using first person singular, the child's perspective. You are told what the child can do, what she needs and likes and what you can do with and for her at each developmental stage.

In a non-preachy and positive tone, *As a Child Grows* introduces parents to what, for them, may be a new way of relating to children. It encourages them to see their children as real people. One of my students who liked the book and said it was an eye-opener for her told me, "*I never thought about raising kids that way before. I just did it the way my parents did.*" This book offers the seeds of an alternative.

But this book is just an introduction to the topic and begs to have follow-up theme units and discussions on a whole range of related topics (i.e. self-esteem and its development, children, childhood, parenting, etc.)

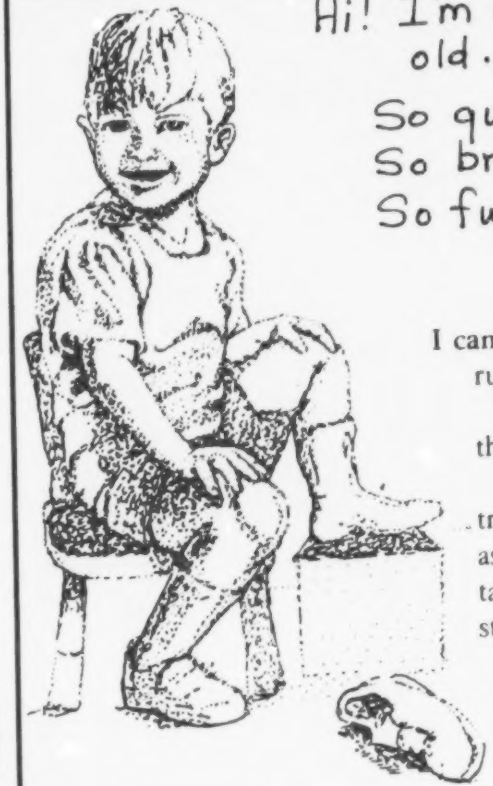
It is a sensitively written and inspiring book which reminds you gently of the precious and unique "life in your hands" and of the responsibility you have to help the child " become what he was meant to be," or to "give the child wings."

As a Child Grows is the second in a set by Rosanne Keller. The first one, *When a Baby is New*, was not field tested for this bulletin.

Sample Page

Hi! I'm a 2-year-old...

So quick,
So bright,
So full of
"NO!"



I can
- run, jump, climb—and fall a lot
- throw things, sometimes my toys
- try to dress myself
- ask questions
- talk in short sentences
- start to go potty.

Sometimes you can't understand what I say.
I cry.
Sometimes I don't understand what you say.
You cry!
Sometimes you feel like wringing my neck!
But remember, I'm still pretty little.

I need
- to be told I am good
- to be told you are proud of me
- to play, play, play—indoors and outdoors
- to be held and loved when I'm hurt or scared
- to know what I may and may not do
- to have help when I'm angry.

I like
- to run, climb, jump, and fall
- to draw with a pencil
- to be read to, the same books over and over
- to play in water
- to play outdoors—I may wander off, though!
- to dig with a shovel
- to ride on big toys
- to tell you things.

You can
- play with me, chase me, play hide and seek
- read to me, and sing with me
- let me "wash dishes" in soapy water
- ask me questions, "What's this? What's that?"
- answer my questions
- give me boxes to get into.

Never leave me alone.

Title: An Inside Approach:
Organizing Integrated Learning Opportunities
Author: Christine Camilleri et al
Publisher: Frontier College, 1990
Available: Frontier College Press, 35 Jackes Avenue,
Toronto, Ontario M4T 1E2
Price: $17.00
ISBN: 0-921031-09-2:
Reviewer: Basha Rahn

An Inside Approach:

Organizing Integrated Learning Opportunities

This guidebook is the product of a venture called Partners in Learning, formed by Frontier College and Bell Canada, whose ". . . aim is to provide educational materials to individuals interested in adding literacy services to their organization or community resources."

In the first part of eight chapters, the guide gives background information on literacy statistics in Canada, profiles of adult learners including some misconceptions, and the rationale for integrating learning into existing opportunities.

The second section focuses on more practical aspects of planning and organizing initiatives, recruitment and support of learners and volunteers, training volunteers and measuring progress and success of the individual as well as the program. The comprehensive references list at the end of the guide is an excellent resource.

Stating that the guide is not meant specifically for experienced practitioners, the authors explore what is meant by an integrated approach and options include tutoring, peer tutoring, learning with computers, family involvement and learning through oral stories. Perhaps one of the more important points in this guide and illustrated more than a few times is that for many people, participating in a literacy program is ". . a low priority among many other goals and responsibilities . . . this initiative is only a small part of their lives." However literacy and learning play a major role in these goals and responsibilities.

"We already know a great deal about reading and writing, and perhaps about how to teach reading and writing. We need to know more about people."

This guide bases its approach on volunteers and use of volunteers in the different approaches to learning is assumed. Tutors have a role as facilitating learning between equals and nourishing existing abilities. The authors believe having volunteers and learners take ownership and share responsibility for the project will mean the difference between mediocrity and success. There is a detailed chapter on developing and implementing workshops for volunteers.

I believe this guide would be a useful tool for any group hoping to have a literacy project in their community organization, non profit or workplace. It illustrates the sensitivity and commitment needed to make a program a success.

Sample Page

DEVELOPING AND IMPLEMENTING WORKSHOPS FOR VOLUNTEERS

RUNNING A WORKSHOP

There will come a time, after you have identified a need within your service, put staff in place, and recruited volunteers, when you will be faced with the prospect of leading a workshop. More than likely, the majority of your volunteers will never have worked with adult learners before and are going to look to you to provide them with background and confidence.

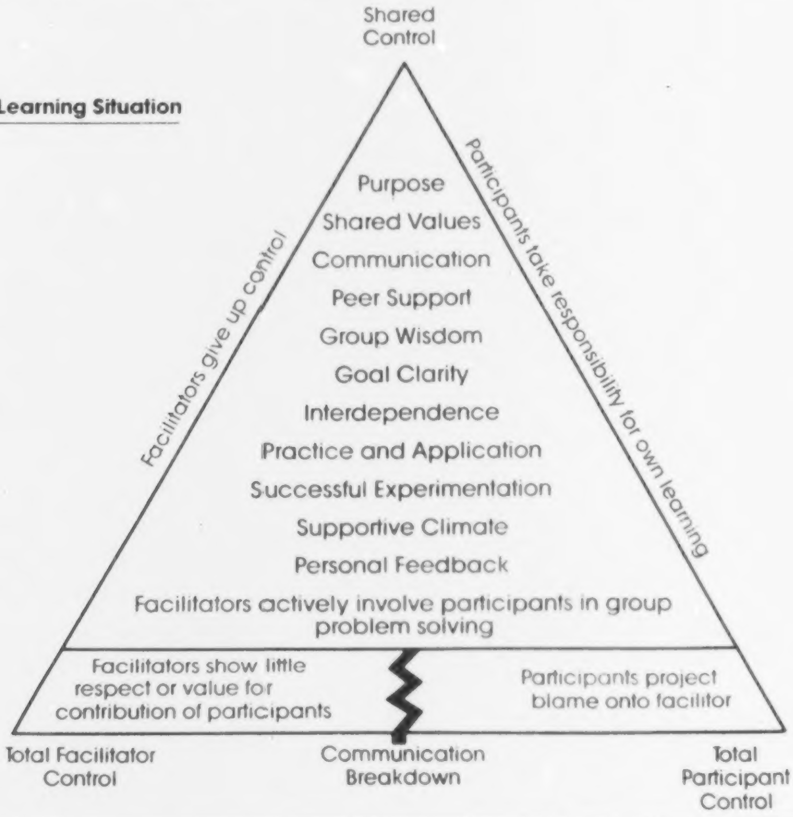
Even if your own teaching experiences are few at best, as long as you feel enthusiastic and dedicated to the program, and are willing to learn yourself, you can consider yourself well equipped to run a workshop.

The Workshop Format

As the organizer of an integrated learning initiative, you will find that the workshops serve a larger purpose than just teaching volunteers how to instigate your program. Workshops will also help you, the organizer. After a while you might find that the personal satisfaction that comes from seeing people learn to read, write their first story, or balance a chequebook will begin to wane and will need to be reinforced. Workshops are the best format for creating a forum for reflection, mutual exploration, and personal growth.

While there are definite advantages to the traditional approach to teaching (i.e. the teacher stands in front of the class and lectures students, who must raise their hand or await their turn if they have something to say), the approach is rarely appropriate with adult participants. The traditional approach to teaching is designed so as to issue full control to the teacher. Adult educators and workshop facilitators should be thinking about control also, that is, how to relinquish it.

Creating an Optimum Group Learning Situation


Shared Control
Purpose
Shared Values
Communication
Peer Support
Group Wisdom
Goal Clarity
Interdependence
Practice and Application
Successful Experimentation
Supportive Climate
Personal Feedback
Facilitators give up control
Participants take responsibility for own learning
Facilitators actively involve participants in group problem solving
Facilitators show little respect or value for contribution of participants
Participants project blame onto facilitor
Total Facilitator Control
Communication Breakdown
Total Participant Control

Title: Proverbs Say It Best
Author: Mary Johnson
Publisher: Clarity Books, 1987
Available: International Centre of Winnipeg, 406 Edmonton Street, Winnipeg, Manitoba R3B 2M2
Price: $ 2.95
ISBN 0-919589-12-x
Level: Basic/functional
Reviewer: Maureen Stephens

Proverbs Say It Best

Proverbs Say It Best is a booklet designed to introduce forty common English proverbs to students. There is a table of contents that lists and dates the proverbs. An additional twenty-five proverbs are listed at the back of the booklet.

Do not be deceived by the rather dull look of this booklet. You can have fun with it. I used it in a literacy classroom with tremendous success. The layout of the booklet is quite simple. A proverb appears at the top of each page in bold face print. This proverb was written on the board. The class would then discuss what we thought the proverb meant.

The booklet has a sample paragraph illustrating the meaning of the proverb in a modern day situation. This is read orally by a student and further discussion takes place to make sure we all have a clear meaning of the proverb.

A close exercise follows this and provides enough of a framework for inexperienced writers to construct a story of their own. This seemed to be the favorite exercise for the class. We would share our stories orally and some of the examples were most creative. Weaker oral readers felt success because much of the vocabulary was repetitive.

Here is an example of one student's responses to the sample shown on the next page.

ROME WASN'T BUILT IN A DAY

"I've been studying *women* for *years.* I don't think I will ever *understand them,*" my friend told me.

"You'll get there," I replied "You can't expect to *be a Romeo* in *only a few years.* Rome wasn't *built in a day* you know."

This booklet is inexpensive and will generate some interesting discussion in your classroom. If you use it like a workbook it will be boring. Fun comes with the sharing of ideas.

ROME WASN'T BUILT IN A DAY

"I'm getting so fed up," Gail told me. "I've been trying to learn French for over a year and I still can't speak it well. I think I should quit."

"Don't give up," I said. "It takes time. Remember, 'Rome wasn't built in a day.'"

WRITE YOUR OWN STORY:

"I've been studying ______________

for ________________. I don't think I

will ever ____________________________."

my friend told me.

"You'll get there," I replied.

"You can't expect to _________________

in ______________________. Rome wasn't

________________________you know!"

IT TAKES A LONG TIME TO ACHIEVE
SOMETHING OF LASTING VALUE

Book Title: World Myths and Legends
Author: Joanne Suter
Publisher: Fearon/Janus, 1992
Available: Prentice Hall Canada Inc., P.O. Box 9549, Station A,
Toronto, Canada M5W 2K3, 1-800-567-3800
Price: $9.17 each , $60.03 complete set
ISBN 0-8224-4637-5
Level: Functional
Reviewer: Lorraine Fox

World Myths and Legends

World Myths and Legends is an attractive series of six books. Titles in the series are:

- Greek and Roman
- Ancient Middle Eastern
- Norse
- African
- Far Eastern
- Celtic
- Native American
- Regional American

Instructors who field tested the books said the stories encouraged meaningful discussion. Students found the stories to be interesting and thought-provoking. One student commented that,

"I think everyone has different beliefs about what happened in history, and they will start to think different about it because of what the book has said."

The stories seem to work best when used in a group, "*. . . because if a person didn't understand, someone might and that person could explain it.* "

At the Native Tutoring Centre we used each story to write our own legends according to our tribal groups and compared them to the Celtic legends. The students enjoyed this exercise very much. In addition we used the pronunciation guide at the end of the book. This generated lively discussion and many laughs. Laughter is good medicine. I told the students that this was one of the books in a series and they expressed interest in having the entire series.

Students had some difficulty with the pronunciation of names but were still usually able to read and understand the stories.

"I find the book very easy reading and the long, hard to pronounce names of the Egyptian gods demonstrate nicely that one can just skip over them and still get the meaning of the story."

Some students were able to read the stories but found them hard to understand, perhaps because they were not concrete enough. Others said they prefer true stories.

Instructors said the stories were a good length and the questions at the end of each story could be easily expanded to focus on a particular reading skill.

The God of the Kitchen

The God of the Kitchen was one of the most popular gods. Often a family had a picture or figure of this friendly god above the hearth. At the end of each year, he was supposed to report to heaven on the family. At this time, the family might cover the mouth of the figure with honey. This was done so that he would say only sweet things about the family.

The God of the Kitchen was also believed to have the power to bring riches.

Once there was a very poor mason. He built brick walls and brick chimneys, but he never made much money. It was, unfortunately, his fate to remain poor.

The mason saw that he was too poor to take care of his wife. "You will be better off without me!" he insisted. They separated, and, in time, she married another man.

Years later, the mason was hired to work for the very man who had married his former wife. When the woman saw the mason working in her yard, she knew right away who he was. She had often thought of her first husband. In fact she still cared very deeply for him.

But the woman would not call out to the mason. "I mustn't embarrass him," she thought. "He might feel badly about my being wealthy now, while he is still poor. But I must do something for him!"

So she baked some sesame cakes, and in each one she hid a piece of money. When the mason was finished with his work, she sent the cakes out to him. She sent no note mentioning the money.

Alas! The mason was not fated to have wealth. On his way home he stopped by a teahouse. There another man saw the basket of cakes. "Those cakes look delicious," he said.

"You're welcome to try one," the mason said. He handed the stranger a cake. The stranger walked to the other side of the teahouse and sat down. Before he had eaten half the cake, he found the money baked inside it.

The man went up to the mason again. "The cake was indeed tasty," he said. "Might you be willing to sell me the rest of them?"

And so, for a very small sum, the mason sold every cake. He thought that

Title/Author: Now I Have Time by Fujiye Kamikura, All My Life by Donna Buthuru, I Remember by Loong Wong A New Life In Canada by Au et al
Publisher: Vancouver Community College
Available: King Edward Campus Bookstore, 1155 East Broadway, Vancouver B.C., V5T 1Y8, (604) 871-7333
Price: $3.50 each
Level: Basic/functional
Reviewer: Loraine Wong

This series of four books was a 1982 project between Vancouver Community College and the Ministry of Education. The stories were written by students who studied at King Edward Campus or KEC Learning Centres located in Public Libraries and are the result of one-to-one tutoring sessions. All four are good examples of language experience stories, and are natural and easy to understand. All are set up in the same manner: good sized print with lots of white space and photographs or drawings used as illustrations. Although the books may appear to be more concerned with English as a Second Language classes, feedback from students, instructors and tutors in a variety of programs was positive.

I Remember is a collection of stories recalling the author's life in Canton, China. Tutor Chris Fortune, Sooke S.D. #62 wrote, "*As one would expect, the stories are very simple and told in a straightforward manner. This material has been used with Asian ESL students at a basic level and was particularly useful in getting the students to talk about similar family experiences. While reading many more of such stories would soon become boring, especially to non-Asian learners unable to relate to the cultural environment, the great value in this book is the stimulus it can provide for students to write their own personal stories. This book is a fine example of a community literacy and cultural awareness project.*"

Now I Have Time tells the story of Fujiye Kamikura's life in Japan and Canada, and explores cultural differences and the problems immigrants still face today in adjusting to a new way of life. Fujiye recalls the many experiences and tragedies in her life, and how she never had the time, until later, to learn English. The book is an excellent starting point for a discussion of the Japanese internment, racism and discrimination.

In *All My Life* Donna Buthuru recounts a life of hard work in Canada and Fiji. Her experiences with an unfaithful husband and a bad investment with a son-in-law sparked discussions about legal and marital problems, and where to go for help. Even though Donna had many difficulties, students enjoyed the optimistic tone of the story and could see how she felt her life was better now.

A New Life in Canada is a series of stories about the lives, families and experiences of seven students. While this book was not field tested in literacy classes for this Bulletin, the themes of education, family values, honesty and self-esteem touched on in these stories would be valuable discussion and writing topics in any class.

Sample Page

NOW I HAVE TIME

Four years ago, my husband died.
It was very hard for me.
He did everything.

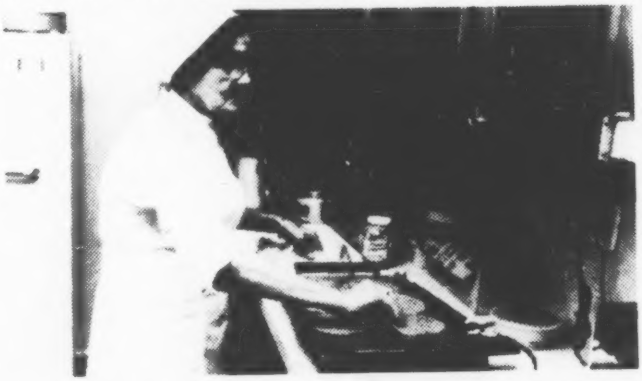
I couldn't talk
and I couldn't write English,
so I took everything to my daughter.
That was no good.
At that time I wanted to learn En

Last year
I read in the Japanese Newspape
about the Learning Centre.

I said to my daughter,
"You phone Hastings Library, rig
She was mad. She said,
"Mama, you want to learn Englis
you go there yourself."

ALL MY LIFE . . .

I start at 8:00.
I cook the breakfast.

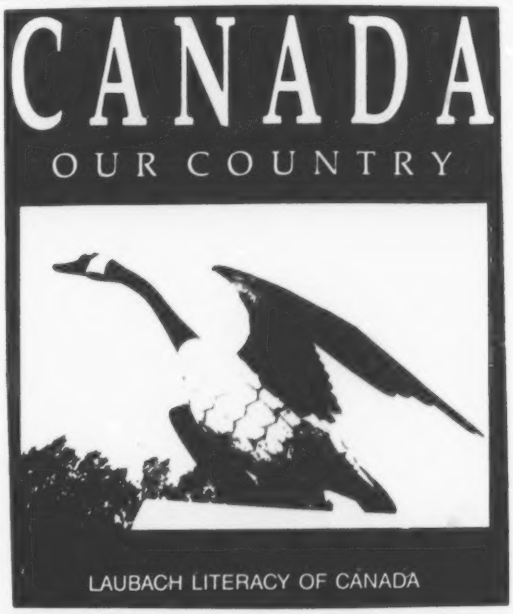


Then I serve it.

Title:	Canada Our Country
Editor:	Gladys Neale
Publisher:	Laubach Literacy of Canada, 1991
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price:	$12.50
ISBN	0-920877-05-2
Level:	Functional/independent
Reviewer:	Yana Sabanskis

Canada, Our Country

This book treats the reader, a Canadian, as a tourist visiting the different provinces. Each province is presented with attractive photographs along with interesting facts such as the provincial flower and Coat of Arms, natural resources, politics, education and entertainment. This information is presented in short, concise easily understood sentences.



Some comments from students were:

"It was written clearly and simply . . . for me there weren't many new words so I could enjoy just reading and learning."

"In just a few pages I learned about culture, history and natural resources of Canada."

"The photos were fantastic! What a beautiful country!"

Some students said the pictures were lovely but the reading level was too easy and the writing was a bit boring. One instructor was disappointed that the cultural history of the native populations was excluded, and suggested also that the book might have included some historical highlights such as people or events that changed the country; i.e. Riel or Laura Secord.

Considering there are so few books on Canada available for readers at this level, *Canada, Our Country* is a welcome introduction for learners in Canadian studies.

Sample Page

The Happy Province

Newfoundland is an island. The Atlantic Ocean is on three sides, on the north, on the east, and on the south. On the west side, it is separated from Labrador by the Strait of Belle Isle. The strait is only sixteen kilometres wide. A car ferry connects Labrador with Newfoundland. Labrador is part of Newfoundland. It is almost entirely north of Newfoundland. Newfoundland is the largest Atlantic province.

Newfoundland is the nearest part of North America to Europe. Its capital city is St. John's. St. John's is farther south than most of the cities in the four western provinces.

Newfoundland is Britain's oldest colony. It is Canada's youngest province. It became Canada's tenth province in 1949. Joey Smallwood was the first Premier of the new province.

DISCOVERY AND EARLY SETTLEMENTS

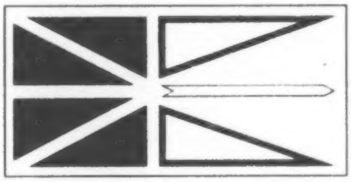
The earliest settlers were the Norsemen who lived in Newfoundland for a short time. This was around 1000 A.D. Remains of this first settlement can be seen at Anse aux Meadows. This is the first known Norse site in North America. It is at the northern tip of the province.

For five hundred years, men from Europe have fished the Grand Banks. There the fish was plentiful. Now, because of over-fishing, fishermen can catch only a certain number every year. The Grand Banks stretch from Newfoundland to Cape Cod in the United States.

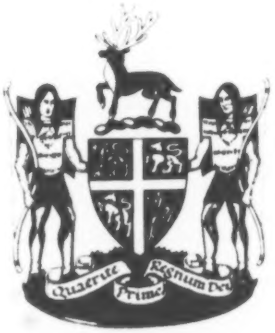
In 1497, John Cabot landed in Newfoundland. He had come from England. He had been looking for a way to China. He returned to England. He told the King about the great number of fish in the ocean around the land he had discovered. English fishermen then began to sail to the seas near Newfoundland.

During the 1500s, English fishermen left some of their crews to winter in Newfoundland. From 1610 to the present time, there have always been English settlements.

Newfoundland and Labrador



Newfoundland's Flag



The Provincial Coat of Arms

Newfoundland's flower, the Pitcher Plant

Title: The Blind Craftsman
Author: Clare Singleton
Publisher: Clare Singleton, 1991
Available: 168 Beech Avenue, Duncan B.C., V9L 3J2
Price: $5.00 (reduced rate for 10 or more)
Level: Basic/functional
Reviewer: Paula Davies

The Blind Craftsman

This lovely little booklet was reviewed well by the instructor, tutor and student field testers. It focuses on the life of Alan Browning, a gifted wood craftsman who is also blind. Here is what some student's had to say:

"This book gives you an idea of what a blind person can do."

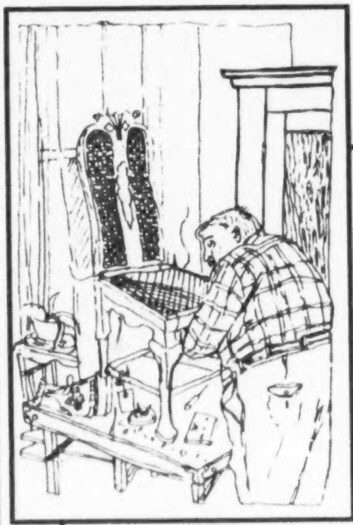
"He is part of the community. He offers a service. He's not just sitting waiting for life to go by."

"I can't do the things he can do even with my eyesight."

Alan has been working in Victoria for over fifty years. In this book we follow him through a day in his workshop. The quiet, gentle tone of the book sets it apart from many other adult literacy level materials that are often harsh and stark in their chronicling of students' lives.

The use of repetition in vocabulary makes the book easily read by basic level students. The content and issues raised in the book, however, allow for meaningful discussion and critical thinking on such issues as handicaps, talents and the will to do.

THE BLIND
CRAFTSMAN
By Clare Singleton



After forty years of guiding himself down the basement stairs to his workshop Alan decided to bring his work upstairs.

He worked every day of the year, rain or shine.

There was always an array of tools on the end table ready for use.

A sprinkling of cigarette ashes was all about. Alan loved to take out his gold cigarette case and light up a smoke. Often after dinner he would stand in the kitchen doorway rolling the smoke carefully around in his teeth while the dishes were done.

Then Alan would work on a chair for a while. He would weave the cane back and forth across the chair. The older chairs usually took a finer cane.

Title: Five Dog Night
Author: Rosanne Keller
Publisher: New Reader's Press, 1979
Available: Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price: $3.95
Level: Basic/functional
Reviewer: Maureen Stephens

★★ Five Dog Night ★★

This is a charming collection of three short stories rounded off by a poem. The three stories are all linked by airplanes, humor and the north. The title story, "Five Dog Night", seems to be a favorite of most readers. It is a story of survival set in the Yukon and to quote tutor Chris Fortune, "guaranteed to bring a smile to any reader's face."

> **"Guaranteed to bring a smile to any reader's face."**

The second story titled, "Bear Hug in the Sky," introduces us to elderly Mrs. Green who saves her fellow passenger by using the Heimlich manoeuver.

"See You in Valdez," the third story deals with a father and son relationship. Learner Pauline Row enjoyed this book because she, "learned something from every story."

The sentences are simple but effective. The print is large and the author's illustrations that appear on each page add a certain charm. New adult readers responded favourably to this book.

"Five Dog Night and Other Tales," is a supplement to the Laubach Way to Reading series but it is quite entertaining on its own. At the back of the book are lists of new words that appear in each story. Some new readers found this a positive feature.

Copyright on *Five Dog Night and Other Stories* was claimed only until September 1984, and all portions of this work are now in the public domain.

Special thanks for help on this review to tutor Chris Fortune from Sooke and student Pauline Rowe from Kelowna.

★★★★ GOLDEN OLDIE ★★★★

Sample Page

Bad flight

Fifty below is cold. Cold! And so dark! Many a story tells wild things that go on in the cold and the dark of 50 below.

Like a five dog night.

One time I was flying a teacher over to the Yukon River. He was just up from the 48 states.

We got off at 10 o'clock just after the first light. Man, was it cold! At 11 o'clock things turned bad.

The plane dropped like a rock. The trees came up to meet us like shots. I had to find a clear place. I saw a river bed and quickly circled in.

Title: Making It Meaningful:
A Whole Language Guide for Literacy Tutors
Author: Marilyn Caplan
Publisher: Laubach Literacy of Canada, 1989
Available: Artel Educational Resources Ltd., 5528 Kingsway,
Burnaby, B.C. V5H 2G2 (604) 435-4949, 1-800-665-9255
Price: $3.25
ISBN 0-920877-32-X
Reviewer: Paula Davies

Making It Meaningful

This compact little book provides an introductory exposure to whole language for literacy tutors and tutor trainers. While it does not offer a particularly detailed or academic discussion on the philosophic and research base of whole language, it does present literacy strategies and raise literacy issues from a holistic point of view. Under the direction of a literacy co-ordinator, this succinct (51 pages) spiral bound manual could form the basis of an entire tutor training session or be used as a springboard for discussion.

For those literacy workers interested in seriously examining a whole language teaching philosophy with adults, this book is not adequate. However, for its intended audience, volunteer tutors, and its intended purpose, an introduction to whole language, it is a valuable, inexpensive, easily read resource.

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The Bulletin's Board

The Westcoast Reader: Everyone is talking about AIDS

There are still some single copies of *The Westcoast Reader's* special issue on AIDS available. To order, write to the editor:

Joan Acosta
The Westcoast Reader
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Circulating Materials:

The materials reviewed in this Bulletin are available on a loan basis for a period of a month. If you wish to borrow any of them, please contact:

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel/Fax: 687-5077

Permanent Collection:

A complete and permanent set of materials from all six *Literacy Materials Bulletins* is available for viewing at:

Adult Literacy Contact Centre
Suite 622, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624 (Lower Mainland) 1-800-663-1293

Mailing List:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of the Bulletin, please contact the Adult Literacy Contact Centre.

Reader Recommendations:

The Literacy Materials Committee wants to hear about your favorite literacy materials – books, pamphlets, videos, movies, tapes, software, posters, flashcards, games, etc.. Please fill out the form on the back of this page and mail to the address indicated.

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title ______________________________

Author ______________________________

Publisher ____________________ **Copyright Date** ____________________

Level (please circle)

***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? ______________________________
2. Interesting to learners? ______________________________
3. Appropriate to the reading level of learners? ______________________________
4. Successful with learners? ______________________________
5. Encourages meaningful discussion and critical thinking? ______________________________
6. Easy to use? ______________________________
7. Free of bias for age, sex, and race? ______________________________
8. Up-to-date? ______________________________
9. Canadian content? ______________________________

Send the completed form to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

Recommended by:

____________________ (name)

____________________ (address)

THE LITERACY MATERIALS BULLETIN

7
Spring 1993

The reviews in the Literacy Materials Bulletin are written by members of the Literacy Materials Committee, a group of instructors from Fundamental Level adult literacy programs around British Columbia. Each member is responsible for seeking out, selecting, field testing and reviewing literacy materials for each Bulletin. Every item that is reviewed has been field tested in a number of literacy programs. The committee is funded by a cost-shared grant from the B.C. Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat of Multiculturalism and Citizenship Canada.

This issue contains two reviews written by a very valued member of our committee, Loraine Wong. Unfortunately, Loraine feels it is time for her to leave the committee and make way for some new members. Loraine has been with the Literacy Materials Committee since it's first meeting in 1989 and has contributed immeasurably to its work. We hate to see her go. However, we do have the pleasure of welcoming two new members, Iris Strong from Malaspina College and Helen Thomas from the Victoria READ Society who are already busy field testing materials for the committee and will be writing reviews for Bulletin 8.

With our last issue of the Bulletin we enclosed an evaluation card. We want to thank the many people who took the time to fill out that card and comment on the Bulletin. We were delighted to find out how much you appreciate our publication. Many of you singled out the "sample page" as a particularily helpful feature. We will continue to include these pages as well as endeavor to act on other suggestions that were made. If you haven't mailed your card back yet, we'd still like to hear from you.

This Bulletin and Bulletin 6 were printed by students attending classes in the Printing Production Department at Vancouver Community College City Centre. I hope that you enjoy this issue of the Literacy Materials Bulletin.

Laurie Gould

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RESOURCE PERSON:
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Vancouver Public Library
665-3594

Title:	Tales of Northern B.C.
Editor:	Bill Graham
Publisher:	Northern Literacy Readers, 1992
Available:	College of New Caledonia Box 5000, Burns Lake, B.C., V0J 1E0
Price:	free to literacy learners and providers as long as present quantities last
ISBN:	see below
Level:	Basic
Reviewer:	Paula Davies

Tales of Northern B.C.

Tales of Northern B.C. is an attractive series of six true stories for beginning adult readers:

Amelia's Daughter	1-895665-05-1
Doing My Time	02-7
Goldrushing with Father	03-5
Bluffing the Wolves	00-0
Life at Lejac	01-9
Son of the Forest	04-3

Unanimously, the field testers rated this series highly. The large print, ample white space and illustrations facilitated reading. "I like the bigger writing. My eyes didn't get crossed trying to read it."

Although some names and other vocabulary were identified by the students as difficult, for the most part the stories were seen to be easy to read but not childish.

The topics covered in this engaging series were interesting and often led to discussion and further study. For example, when reading *Son of the Forest, The Story of Simon Gunanoot,* one class developed their map reading skills while tracking Simon's homes in the forest of northern B.C. for the 13 years he evaded the police. Some students planned to go to the library and try to learn more about the evidence against Simon Gunanoot. One student was so taken with this story that she decided to write Bill Graham a letter asking if he would send her the other books in the series.

Students seemed to appreciate that the stories were true.

> "Nice to read a true story."
> "Tough People."
> "I liked to read about the hard life they had when they came to Canada in the old days. I like history."
> "The goldrush was really interesting."

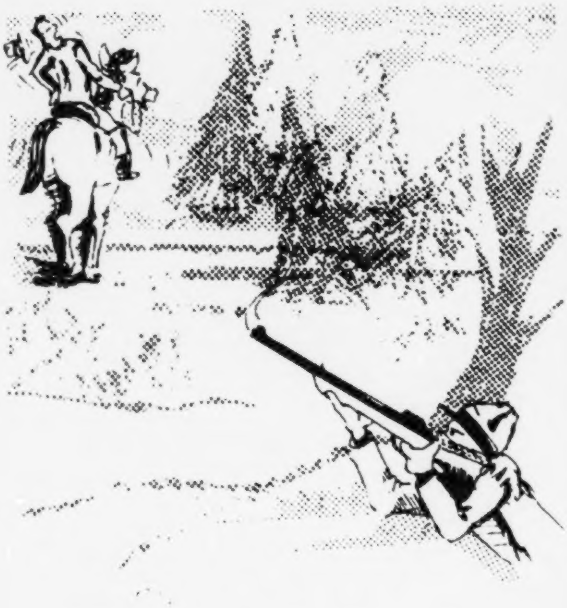
When placed on the 'reading table' of one program -- a place where people can just pick up things to read – these books were well received.

A thumb's up to this series. Let's hope there are more to follow.

A single shot rang out in the forest

A man fell from his horse and hit the ground. An hour later another shot was fired, and another man fell dead.

It was early morning on June 19, 1906, near the town of Hazelton, B.C. The forest became quiet again, but in a few hours people would find the bodies.



Who had killed the two riders? A great police manhunt was about to begin.

Title:	**Fundamental Level English Theme Units**
Authors:	**Battel, Davies, McQuaid, Nonesuch, Rodriguez, Tierney, Sawyer, Wilmot, Wilson, edited by Don Sawyer**
Publisher:	**Center for Curriculum & Professional Development, 1991**
Available:	**Provincial Curriculum and Professional Development Marketing Department, OLA, 4355 Mathissi Place, Burnaby B.C. V5G 4S8, (604) 431-3210 fax (604) 431-3333**
Price:	**$25.40**
ISBN:	**0-7718-9166-4**
Level:	**Functional/independent**
Reviewer:	**Loraine Wong**

Fundamental Level English Theme Units

This book is the latest in a series of guides for English curriculum and course design produced by the Ministry of Advanced Education, Training and Technology. Written by educators working in different situations, the collection of twelve theme units offers a wide range of subjects and materials.

The reasons for using theme units are clearly outlined in the "Introduction" which also includes a good description of the whole language approach and the philosophy and research base behind it. Following that is a section on "Teaching Strategies" which outlines numerous techniques to use in a variety of situations. Most instructors, while recognizing some of their 'old favorites', will come away with some new ideas or adaptations to try.

Each theme unit begins with an introduction for the instructor, outlining the focus and goals of the unit, and, in some cases, warning that the material may produce strong, emotional debates. Suggestions for introductory activities, materials and a wealth of classroom ideas to use or adapt then follow. Material in the units is presented in a more structured 'lesson plan' format with step-by-step instructions for some activities. However, the emphasis is always on modifying and developing the suggested materials for individual class needs.

Response from field testers was favourable, particularly for the "Heros" unit. One instructor reported that, "We used the exercises for *Just Once* and found that in using them, we were able to deal with the book in greater depth." Field testers liked the variety of suggestions and picked and developed those that they felt were most useful. Units that were also cited were those on "Peace", "Learning", and "Immigration". One instructor suggested that the Immigration unit should include more material on women and on refugees.

While most field testers felt that the book, as a whole, was somewhat difficult for the Fundamental level, they could see how material could be adapted. Centres that offer individualized student programs would not make use of the whole class activities, but could certainly adapt some of the material and ideas for self-paced students. All of the reports suggested the book would be a valuable resource for any program.

What is Peace?

This section is intended to help the learners begin defining what is meant by peace, and to see how the definition of the word can change with one's point of view.

Strong Fences

Present the saying, "strong fences make good neighbours" to the students and ask if they have any ideas about what it means. Have them brainstorm possible answers, and record their responses on the board or overhead. Continue the discussion by introducing the concepts of delineated space and clear boundaries.

Show the NFB short film *Neighbours* (see Materials). This film depicts, without words, how conflict can develop over boundary disputes – the men were friends before the fence was erected.

After viewing the film, refer back to the saying. Have students' feelings changed since watching the film? Then remind them of John Lennon's song "Imagine" from the introductory activities. One of the lines in the song says, "Imagine there's no countries / it isn't hard to do / nothing to live or die for." Is Lennon suggesting that we might have more peace without borders or fences?

Ask the learners to do exactly what Lennon suggests: imagine what that world would be like without borders. Have students brainstorm their ideas, and record their responses. Ask the learners if they think their description of a world without countries would be shared by everyone in different parts of the world. Why or why not? This activity can be expanded into a writing exercise, where students use the brainstormed points as a basis for a full description of a world with no borders.

Definitions of Peace

Have students look up the word "peace" in the dictionary (note: it would be useful to have several different dictionaries for this exercise). The *Gage Canadian Dictionary*, for example, offers a number of definitions:

Title: Timeless Tales
Author: Tana Reiff
Publisher: New Readers Press, revised 1991
Available: Laubach Literacy of Canada, P.O. Box 6548, Station "A", Saint John, N.B. E2L 4R9 (506) 634-1980
In B.C. call Artel Educational Resources 1-800-665-9255
Price: $5.95/book $11.75/tape
ISBN: see below
Level: Basic/functional
Reviewer: Maureen Stephens

Timeless Tales

Timeless Tales is a series of four books from New Readers Press titled:

• Legends	0-88336-273-2
• Myths	0-88336-272-4
• Folktales	0-88336-271-6
• Fables	0-88336-270-8

Each book has a brief introduction that explains the history and the characteristics of the subject area and is followed by eight illustrated stories. The low reading level of these books allows beginner readers to expand their exposure to different kinds of literature.

Opinions on these four books varied. One learner enjoyed the legend of Paul Bunyan because, "It was a story that was familiar to me." Other students chose to comment on a character they liked best from a book.

Steve said, "My favourite character is Zeus because he was strong and powerful."

Rob commented, "I like Echo. She seemed to be an understanding young woman."

Some students noted that the difficult names in the book about myths ". . . made these stories less enjoyable."

Timeless Tales suit a theme approach. Legends, myths, fables, and folktales have an oral tradition and they can stimulate group discussion of lessons, morals, and cultural differences. Students in one class that discussed a number of the myths said:

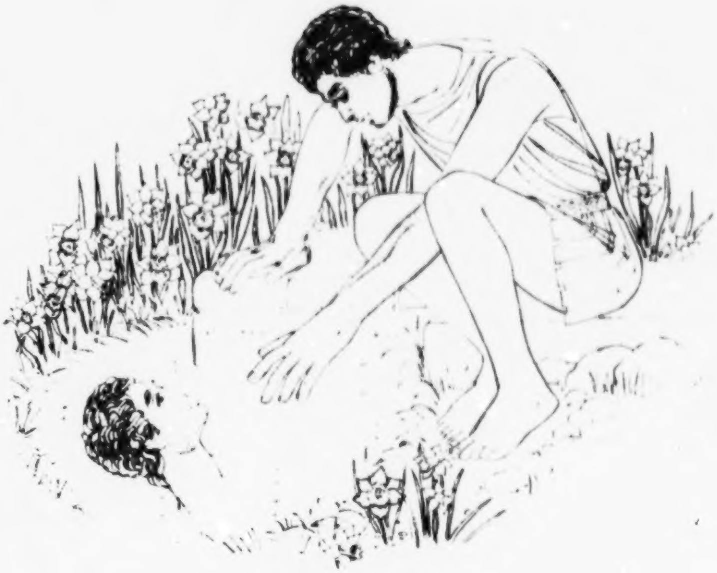
"The myths make you think a lot and open the mind."

"They made me think about what really is the story of the world and where people originated."

A cassette tape can be ordered with each of the *Timeless Tales*, but instructors and students did not recommend the tapes. Some students didn't like the voice and found the pace too fast while they were trying to read along. It was suggested that the tape would be best used just for listening.

Timeless Tales would be a positive addition to a literacy collection.

I would like to thank the students and instructors for their comments.



Here is how it happened. Narcissus bent down to take a drink of water from a pond. As good-looking as he was, this was the first time he had ever seen himself. "Look at that beautiful face!" he cried to the face in the pond. His cold heart melted. He tried to touch the face in the water. But when he did, the water moved and the face went away.

Time and time again, Narcissus tried to get close to the face in the water. Time and time again, it went away without a word.

"Now I know how the young women feel when I run away from them," said Narcissus.

Title:	Enright Computation Series
Author:	Brian Enright
Publisher:	Curriculum Associates Inc., 1985
Available:	Curriculum Associates Inc. 5 Esquire Rd., N. Billerica, MA 01862-2589, call toll free 1-800-225-0248 (U.S. & Canada) In B.C. call Howard Greaves 939-4564
Price:	Practice Books $3.60 – $5.85, Answer Guides $3.80 each 2 Teacher's Resource Manuals (Fractions & Decimals/ Whole Numbers) $50 each, DIBAS Tester Manual $124
Level:	Basic/functional
Reviewer:	Sylvia Doherty

Enright Computation Series

This series provides instruction and practice in whole numbers, fractions and decimals. It comprises 8 Student Practice Books, 8 Answer Guides, 2 Teacher Resource Manuals and a Diagnostic Kit.

The rationale of this series centres on identifying the point of difficulty within a student's incorrect answers. The teaching can then be directed towards correcting the precise error.

> "Marking an answer incorrect will not give a student any corrective information. Pointing out the step at which a student's mistake occurs will."

Many of us automatically employ this approach. However, inexperienced instructors who are unsure of where to start with a student may find the series, or components of it, especially useful.

To assess students, the series includes a costly diagnostic assessment kit. More reasonably, they suggest two alternative methods: the review pages in the Student Practice Books, and /or simply student interviews. A table provided in the Teacher Resource Manuals corresponds skill level to the appropriate section in the Student Practice Books.

The Teacher Resource Manuals offer many varied and helpful suggestions including graphic facts, peer group problem solving, flow charts, grids, number games, and detailed instruction strategies.

The Student Practice Books are clearly laid out and progress logically from one skill to the next. The skill being taught is identified at the bottom of each page. Step-by-step explanations of the process at the top of the practice pages guide the student through each new type of question, and the "Think and Do" reminders help students focus. Answers are not included in the books although the Teacher Resource Manuals have an answer key. The flow charts at the back of each book need some instructor guidance and orientation to decipher, but they are clear, step-by-step analyses of the processes.

Instructors should maintain close supervision and clarification throughout since there are some gaps and confusing sections. No time is spent introducing the concept of a fraction or regrouping (borrowing) in the subtraction of fractions. Cancelling is not taught when multiplying fractions, making students work with unnecessarily large numbers when reducing their answers. The LCD table and the instructions for converting fractions to LCD are awkward and confusing.

I would recommend this series, not as a major classroom set, but as good supplementary material, offering an abundance of exercises for reinforcement or drill and a wealth of helpful information for the instructor.

Note: If you need help to find the LCD, see flow chart VI on page 118.

Sample Page

$\begin{array}{r} 9\frac{2}{5} \\ -\,3\frac{7}{8} \\ \hline \end{array}$	$\begin{array}{rcl} 9\frac{2}{5} & = & 9\frac{16}{40} \\ -\,3\frac{7}{8} & = & 3\frac{35}{40} \\ \hline \end{array}$	$\begin{array}{rcl} 9\frac{2}{5} & = & \overset{8}{\cancel{9}}\frac{\overset{56}{\cancel{16}}}{40} \\ -\,3\frac{7}{8} & = & 3\frac{35}{40} \\ \hline \end{array}$	$\begin{array}{rcl} 9\frac{2}{5} & = & 8\frac{56}{40} \\ -\,3\frac{7}{8} & = & 3\frac{35}{40} \\ \hline & & \frac{21}{40} \end{array}$	$\begin{array}{rcl} 9\frac{2}{5} & = & 8\frac{56}{40} \\ -\,3\frac{7}{8} & = & 3\frac{35}{40} \\ \hline & & 5\frac{21}{40} \end{array}$	$\begin{array}{rcl} 9\frac{2}{5} & = & 8\frac{56}{40} \\ -\,3\frac{7}{8} & = & 3\frac{35}{40} \\ \hline & & 5\frac{21}{40} \end{array}$
	Think: Denominators are not equal. Do: Rewrite fractions with the LCD.	Think: Bottom fraction > top fraction. Do: Regroup top fraction.	Subtract numerators.	Subtract whole numbers.	Think: Answer is in simplest terms.

a.	$\begin{array}{rcl} 9\frac{2}{5} & = & \overset{8}{\cancel{9}}\frac{\overset{56}{\cancel{16}}}{40} \\ -\,3\frac{7}{8} & = & 3\frac{35}{40} \\ \hline & & 5\frac{21}{40} \end{array}$	$\begin{array}{r} 3\frac{3}{8} \\ -\,2\frac{3}{5} \\ \hline \end{array}$	$\begin{array}{r} 11\frac{5}{6} \\ -\,7\frac{6}{7} \\ \hline \end{array}$	$\begin{array}{r} 7\frac{5}{9} \\ -\,3\frac{3}{4} \\ \hline \end{array}$
b.	$\begin{array}{r} 5\frac{5}{6} \\ -\,1\frac{10}{11} \\ \hline \end{array}$	$\begin{array}{r} 4\frac{4}{9} \\ -\,2\frac{3}{4} \\ \hline \end{array}$	$\begin{array}{r} 50\frac{2}{5} \\ -\,9\frac{7}{8} \\ \hline \end{array}$	$\begin{array}{r} 12\frac{1}{2} \\ -\,9\frac{6}{7} \\ \hline \end{array}$
c.	$\begin{array}{r} 9\frac{8}{9} \\ -\,4\frac{9}{10} \\ \hline \end{array}$	$\begin{array}{r} 42\frac{4}{9} \\ -\,20\frac{6}{7} \\ \hline \end{array}$	$\begin{array}{r} 6\frac{1}{3} \\ -\,3\frac{7}{8} \\ \hline \end{array}$	$\begin{array}{r} 7\frac{2}{9} \\ -\,5\frac{7}{8} \\ \hline \end{array}$
d.	$\begin{array}{r} 8\frac{1}{10} \\ -\,4\frac{5}{7} \\ \hline \end{array}$	$\begin{array}{r} 2\frac{1}{2} \\ -\,1\frac{8}{9} \\ \hline \end{array}$	$\begin{array}{r} 5\frac{2}{3} \\ -\,2\frac{3}{4} \\ \hline \end{array}$	$\begin{array}{r} 8\frac{2}{6} \\ -\,4\frac{4}{5} \\ \hline \end{array}$

G-8 **SUBTRACTION OF FRACTIONS:**
Mixed Number from a Mixed Number, with Regrouping

© 1985 – Curriculum Associates, Inc. *ENRIGHT™ Computation Series*

Title:	Paperwork
Editor:	Tom Wayman
Publisher:	Harbor Publishing, Fall 1991
Available:	Harbor Publishing, P.O. Box 219, Madeira Park, B.C. V0N 2H0, (604) 833-2730 fax (604) 883-9451
Price:	$14.95
ISBN:	1-55017-042-2
Level:	Functional/independent (all levels if read aloud)
Reviewer:	Paula Davies

Paperwork

Paperwork is a collection of poems, edited by Tom Wayman, that is full of informative and accessible glimpses into the lives of working men and women. The print is a bit small and reading level high, but the poems seemed to have generated rich discussion when read aloud and examined in a group.

These discussions were enhanced by the fact that often, students had experience in the job being described in a poem. "I could relate to it (Klik). We used to play jokes like that on the job." The personal tone of many of the poems also encouraged comments and discussion.

The simple and familiar language of much of the poetry made the complex ideas contained in the poems accessible. One instructor noted how well the collection showed students the thinking that goes on when making inferences because the poems were open to different interpretations.

Many of the poems are by B.C. artists making the subject and setting of this work of literature relevant to our students.

Aside from the high reading level required for independent reading of the anthology, some concern was expressed over the number of swear words contained in some of the poetry. It was also noted that the collection seemed more popular with older students than with late teens and early twenty year olds.

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Some nights
I come home at two or three a.m.
crawl in beside him
he makes room for me and cuddles me
without waking up

Some nights
I get called in again at four
he never knows I was there

■ TRYING TO TURN A BAD THING INTO GOOD

Sue Doro

3:20 p.m.

a worse kind of sad
is the second-shift mom
leaving for work
in the afternoon
through no choice
of her own

just in time
to wave at her kids
getting off the school bus
coming home

3:25 p.m.

the man in the life
of the second-shift woman
washes cast iron
from his face and hands
changes clothes
and starts on his way
home from work
knowing she's already gone

back and forth they travel
using every minute
of the earth's rotation
her eyes are open
his are shut
she's running a machine
he's figuring out
another kid emergency
before he goes to bed
making decisions
in his one head
that could easily use two

they write each other notes
tape record messages
and try not to argue
on the telephone
because it's hell to cry alone

8:00 p.m.

monday through friday
she phones every night
on her 8 o'clock break
from the telephone
in the warehouse
that's the most quiet

then for ten minutes
she listens to her children
grow

says goodbye
hangs up

cries more
'til she cries less
and loves
like a lifetime
full of weekends

3:00 a.m.

second-shift lady
upside-down life
comes home to quiet

Book Title:	Literacy and Health Project Report Phase One — Making the World Healthier And Safer For People Who Can't Read
Publisher:	Ontario Public Health Assoc. & Frontier College, 1989
Available:	Literacy and Health Project, Ontario Public Health Assoc. 468 Queen St. East, Ste. 202, Toronto, Ontario M5A 1T7 (416) 367-3313
Price:	Project Report – free (Research Report available for $7.50)
ISBN	0-8224-4637-5
Level:	Independent (plain language summary at functional level)
Reviewer:	Cathy Rayment

Literacy And Health Project:

Making the World Healthier and Safer For People Who Can't Read

Our guest reviewer, Cathy Rayment, is a librarian with the Vancouver Health Department and a participant in the Literacy and Health Project initiated by Vancouver Library Services and the Vancouver Health Department.

Lives are not only impoverished by low literacy, they are also endangered. A number of medical economists have begun to realize that spending additional money on education can reduce mortality more than by spending additional money on medical care. This report explores that premise and documents quite clearly the direct and indirect impacts of illiteracy on health. More importantly, the research and consultation that were done to produce this report resulted from collaboration between literacy and health professionals. This sort of cooperative effort will undoubtedly serve as a model for future actions on this topic.

Although much of the report deals with health effects, it also puts forward numerous potential strategies for dealing with the problems, and makes several recommendations, and suggestions for concerted action. The report stresses the need for coordinated, cooperative effort on the part of the public, private organizations, and the various levels of government.

The report is intended for health and literacy professionals, and for government bureaucrats, but the plain English summary report puts the findings within the grasp of readers with only functional reading levels. The main body of the report is clearly presented, with major points outlined on each page margin, and with numerous illustrations. This report is fascinating to read. It must surely have been written by literacy experts: everyone knows that health professionals don't write in plain English! If enough of them read this report though, that can be expected to change.

It should be noted that the statistics used in the report are from the *Southam Literacy Survey* of 1987. More recent studies indicate that the number of Canadians having reading problems may be even higher than reported in that study.

★★★★ **Guest Review** ★★★★

examined some 20 other factors and concluded that: "Years of schooling persists as a predictor of good health regardless of which other variables enter the equation or in what manner health is measured."[4]

Particularly dramatic is a report of the World Bank on the effects of education on health.[5] *The report indicates that literacy is the most important variable associated with mortality, even more so than income and food intake!*

HOW IS ILLITERACY RELATED TO POORER HEALTH?

Does illiteracy lead to poorer health? It is clear that there is no simple answer to this question. The nature of the impact is complex. It appears that illiteracy has an indirect affect on health as well as a more pronounced direct affect. Some of these factors are discussed below.

DIRECT IMPACT OF ILLITERACY ON HEALTH

In the literature we surveyed, there is limited information indicating the direct impact of illiteracy on health. On the other hand, the responses of community health and literacy workers to our questionnaire, as well as the case studies we conducted, enabled us to identify numerous examples of health problems, often severe enough to require hospitalization, directly related to illiteracy. The following are specific examples of the types of problems reported.[6]

Incorrect Use of Medications:

lack of understanding

inability to read

Just about half the respondents to our questionnaire indicated an experience with incorrect use of medications, or a lack of understanding instructions about proper use of medications. This involved both prescription drugs as well as over-the-counter (OTC) medications. Errors due to an inability to read instructions have resulted in overdoses and in mixing up different medications. Some of these errors were serious:

> *Inappropriate administration of medication -- both OTC and prescription. Clients go by colours and are confused if brand changes and pills change colour. Can't read directions, so underdose or overdose with adverse effects.*
>
> *Geriatric patient admitted to hospital with overdose of sleeping medication -- couldn't read English or mother tongue and couldn't differentiate medications or remember when to take them -- an accidental overdose.*

Title: WorkTales
Author: Tana Reiff
Publisher: Fearon/Janus, 1992
Available: Prentice-Hall Canada, Inc., 1870 Birchmount Rd.
Scarborough, Ont.M1P 2J7, 1-800-567-3800 fax 299-2529
Price: Complete series $66.70 or $7.15 each title
Curriculm Guide $29.68
ISBN: 0-8224-7161-2 (set)
Level: Basic/functional
Reviewer: Laurie Gould

WorkTales

WorkTales is a new collection of ten true-to-life stories set in the workplace. The characters in theses stories are faced with issues that are relevant and familiar to adult learners: job stress, sexism, safety, mechanization, assertiveness, substance abuse and coping with layoff. The stories explore how certain factors such as the ability to get along with others, flexibility, and education influence workplace success.

The books are pocketbook size and about 60 pages in length. Print is a good size for beginning readers and each line of reading consists of only a short phrase. Each book contains approximately thirteen chapters with follow-up questions at the end of each chapter. The questions ask the reader to think critically about personal and on-the-job issues. My students wrote their answers to these questions in a reading response journal each day, and I then wrote a short comment referring to their response or the issue. The journals often became a place where we discussed and explored these issues further. These questions were particularily useful for students who had difficulty expressing opinions.

A curriculmm guide for the series is available which includes teaching strategies, a plot summary of each book, background on workplace personnel problems and vocabulary lists. The guide also contains reproducible book report forms, activity sheets, comprehension questions and language-building activities for each book. These materials made it possible to individualize the activities so that students could choose a book that interested them and work at their own rate.

Student responses to *WorkTales* were enthusiastic:

"easy to understand"
"a good story"
"learned what goes on in an office"
"makes you want to keep reading"
"very realistic"
"could relate to it"
"liked the ending"
"sounds very real"
"questions made you think a bit"
"deals with everyday life when one big tragedy happens"

My students read *WorkTales* as part of a theme unit on Work along with poems from *Paperwork* which is also reviewed in this Bulletin. The*Worktales* books contributed a great deal to the success of this theme unit by encouraging critical reading, thinking and discussion about issues that touch all our lives.

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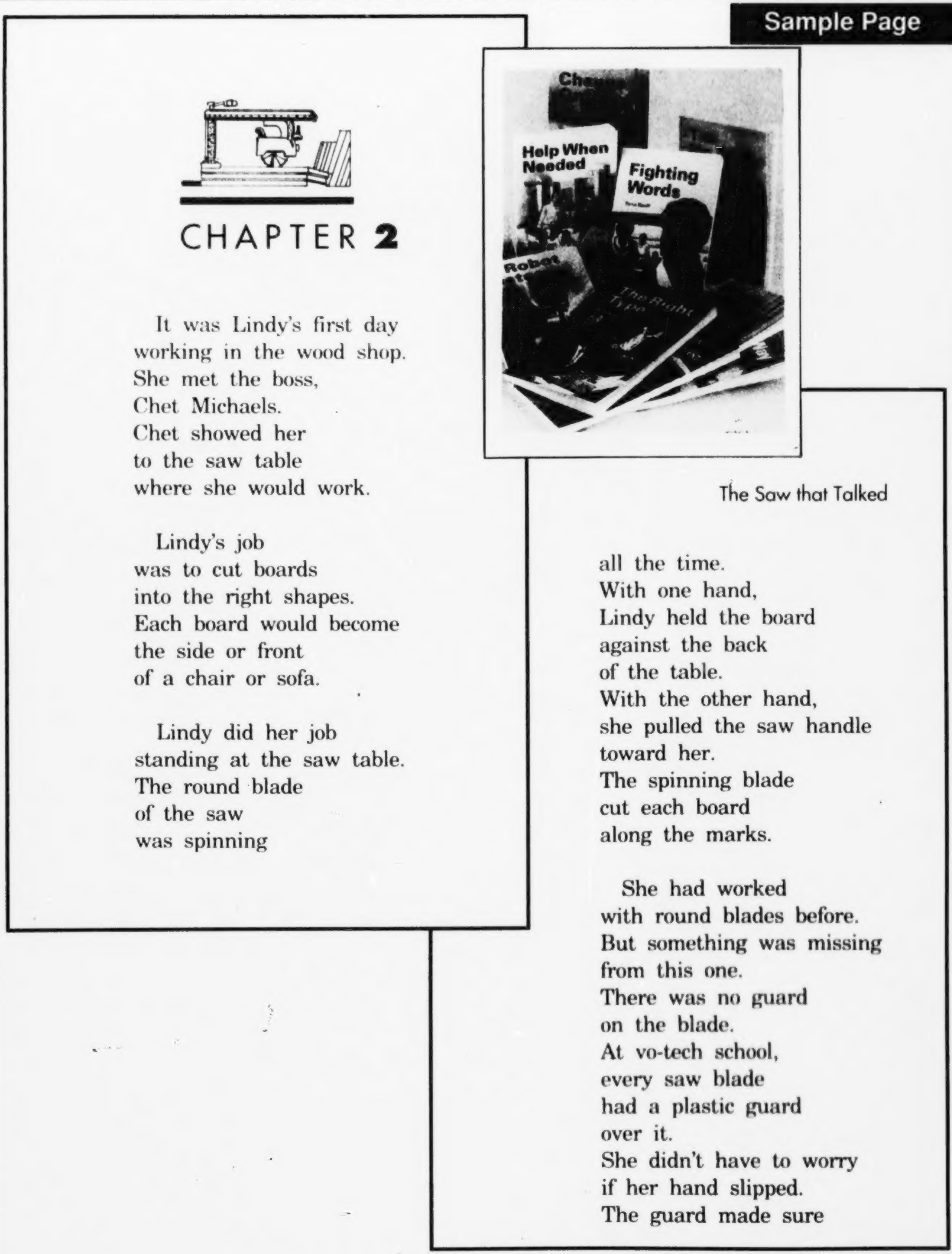
Sample Page



CHAPTER 2

It was Lindy's first day
working in the wood shop.
She met the boss,
Chet Michaels.
Chet showed her
to the saw table
where she would work.

Lindy's job
was to cut boards
into the right shapes.
Each board would become
the side or front
of a chair or sofa.

Lindy did her job
standing at the saw table.
The round blade
of the saw
was spinning

all the time.
With one hand,
Lindy held the board
against the back
of the table.
With the other hand,
she pulled the saw handle
toward her.
The spinning blade
cut each board
along the marks.

She had worked
with round blades before.
But something was missing
from this one.
There was no guard
on the blade.
At vo-tech school,
every saw blade
had a plastic guard
over it.
She didn't have to worry
if her hand slipped.
The guard made sure

Title:	Heinemann Guided Readers
Author:	Many
Publisher:	Heinemann
Available:	Monarch Books, 5000 Dufferin Street, Unit K, Downsview, Ontario M3H 5T5 (416) 663-8231 fax 736-1702 In B.C. call Howard Greaves (604) 939-4564
Price:	Ranges from $4.50 to $6.50 per book
Level:	Basic to independent
Reviewer:	Loraine Wong

Heinemann Guided Readers

Heinemann Guided Readers is a "series of original and simplified stories published at five levels to provide a choice of enjoyable reading material for all learners of English." The five levels are colour coded on the front and back cover and spine, so readers can easily recognize an appropriate book: Purple=Starter, Orange=Beginners, Green=Elementary, Pink=Intermediate, Blue=Upper Level.

The series has recently been redone and boasts new, colourful covers and illustrations, as well as a larger format and better quality paper. All books at the Beginner level now have colour illustrations and are really very attractive. Intermediate and Upper level books have glossaries and questions at the end, and there are separate worksheets available. One instructor liked the fact that there is no related teacher resource material in the same book, so "it reads like a novel." Some titles are now available in cassette, but these were not field tested.

There are only 9 titles in the Starter level (as opposed to 35 in Intermediate) and some may seem a bit young for adult readers. The Beginner level has a choice of 18 titles with a range of topics from science fiction to travel or human interest. Books at this level are about 600 words and although the sentences are short and simple, there is enough variety to hold the interest of adult readers. Student responses:

"I like the story because it had lots of pictures and the story was explained well. It was easy to read."

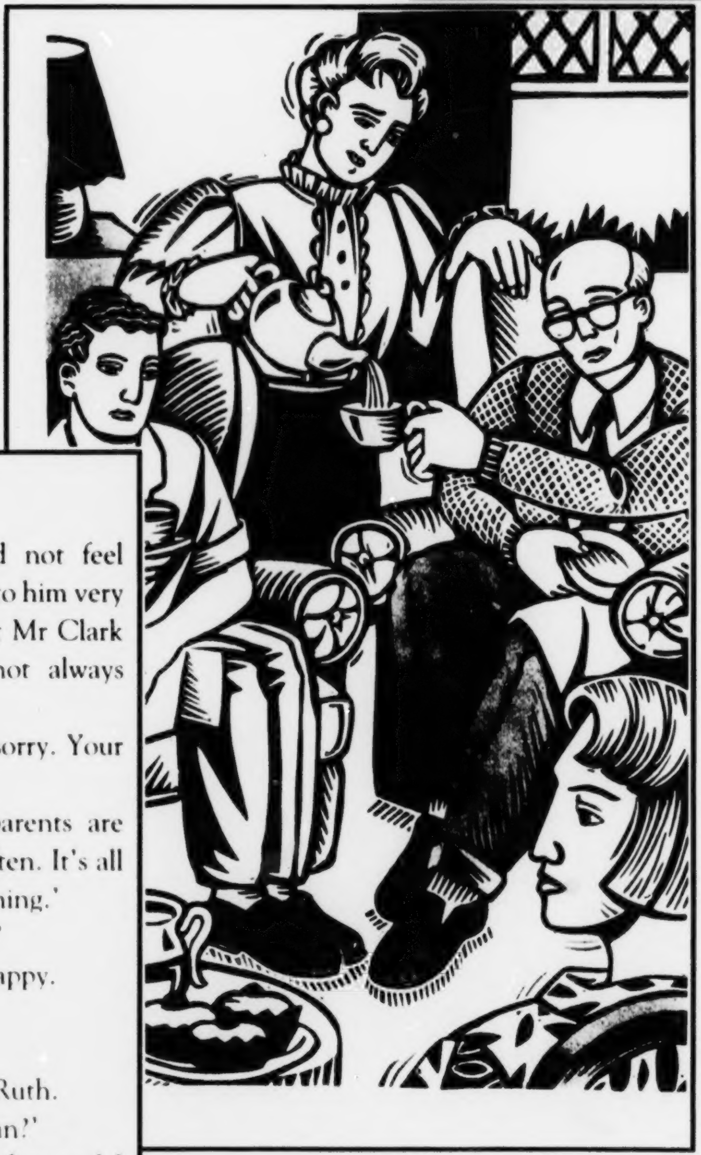
"The pictures helped, but I can understand the words."

The Intermediate level (1600 basic words) has a wider selection of titles, including some classics. Comments on *Meet Me In Istanbul* included: "Kept me in suspense. Good to have the glossary, but I didn't need the pictures. Easy to read, but not boring."

Comments on *Return of the Native* from the Upper level (2200 basic words) were varied: "Names of people were hard to pronounce. Maybe too easy for upper level students." Once names and places were sorted out, the student "could not put it down."

Ask for a brochure on the series and you'll receive a very detailed outline of the levels, titles, grammar and grading system. There's bound to be something to catch the interest of any class.

Sample Page



'Yes,' said Mr Clark. 'We know that!'

Jan stayed for about an hour. He did not feel comfortable. Mr and Mrs Clark did not speak to him very much. Sometimes they said a few words. But Mr Clark spoke English very quickly and Jan did not always understand him.

Outside the door, Jan said to Ruth, 'I'm sorry. Your parents don't like me very much.'

'Don't be silly, Jan,' said Ruth. 'My parents are difficult. They don't meet new people very often. It's all right. Don't worry, I'll see you tomorrow evening.'

'OK, Ruth,' said Jan. 'See you tomorrow.'

And he walked away. But he still felt unhappy.

Later that evening, Mrs Clark was talking to Ruth.

'Well, Mum,' asked Ruth. 'Did you like Jan?'

'I'm sorry,' Ruth's mother said. 'Your father and I found him a difficult person.'

'Why?'

'Well, he didn't speak English very well,' said Mrs Clark.

'But Mum,' said Ruth, 'he isn't English. He's Polish!'

'I know,' said Mrs Clark. 'And perhaps he's a nice boy. But your father and I liked Bill. What happened to Bill? What's wrong with an English boyfriend? Bill was a nice boy. And Jan is going back to Poland soon. What will you do then?'

Title: Help Yourself: How to Take Advantage of Your Learning Styles
Author: Gail Murphy Sonbuchner
Publisher: New Readers Press, 1991
Available: Laubach Literacy of Canada, P.O. Box 6548, Station "A"
St. John, N.B. E2L 4R9, (506)634-1980 fax (506)634-0944
In B.C.call Artel Educational Resources 1-800-665-9255
Price: $13.50
Level: Independent
Reviewer: Lorraine Fox

Help Yourself

How to Take Advantage of Your Learning Styles

This book is designed to assist learners in discovering their personal strengths, and introduces strategies to take advantage of their own learning styles. At the beginning of the book a list of eight steps carefully explains how to use the book. Learners are told that if they follow these steps they will discover a number of ways to take advantage of their learning styles and learn how to conquer specific problems so they will learn more effectively.

Chapter one begins by telling the learner that "Learning style means the variety of ways learners take in, store, and retrieve information. To help yourself you must be able to recognize your particular style." A learning style inventory is provided to help students identify their dominant learning modes. It covers the six basic learning styles: reading, writing, listening, speaking, visualizing, and manipulating.

Chapter two involves further self-analysis as students are helped to determine their best study environment. Succeeding chapters show learners how to use their personal learning style to improve their skills in: "Organization and Time Management","Memory", "Listening", "Pronunciation and Accuracy in Reading", "Reading Comprehension", "Writing" "Mathematics" and "Test Taking." At the back of the book there is a series of word lists to help with short vowels, long vowels, other vowels, silent consonants, prefixes, roots and suffixes. Instructor assistance may be required for some exercises, but for the most part, the learner is able to work independently.

Instructors who field tested this book found it to be adult oriented and interesting to learners. They said the book encouraged criticial thinking and discussion. One instructor who used the chapters on, "Finding Your Learning Style", "Reading Comprehension" and "Test Taking" said,

"I found this book to be very helpful in assisting my students with a variety of tasks. . . . Students liked the plain language and organization of the book."

Help Yourself is a handy reference for students who want to maximize their learning styles, as well as for teachers and tutors who want to better understand learning styles and their practical application. It would be a very useful addition to any classroom.

B.

How can I stop confusing oral directions?

1. **Concentrate on the directions.** Stop any work you are doing. Tell yourself you are going to remember the directions.

"I am going to remember how to get to Carla's house."

2. **Visualize what you are being told.**

Mentally drive the route to Carla's house as you hear the directions.

3. **Look at the person who is speaking.** The speaker's facial expressions and gestures will help you understand and remember the directions.

- Is he pointing?
- Is he demonstrating something?
- Is he showing you where to put something?

4. **Ask questions.** Ask them as soon as possible whenever you don't understand something.

Don't give yourself a chance to confuse directions.

5. **Repeat the directions to yourself.** It helps to put the directions in your own words.

If you have to repeat them, you will pay closer attention to what is said.

6. **Write down words and phrases.** These things are always important to remember when following directions:

This is called "pencil listening!"

• Dates	July 29
• Places	Room 301, Holiday Inn
• Times	8:30 AM sharp!
• What to bring	Pencil, paper

Titles:	When I Was A Little Girl Living In Nova Scotia She's Speaking Out
Authors:	Janet Ryan / Eugenie Jablonski
Publisher:	Parkdale People's Press, 1990
Available:	Parkdale Project Read, 1303 Queen Street West, Toronto, Ontario M6K 1L6 (416) 531-6308
Price:	$5.00 each (discount for multiple copies)
Level:	Basic /functional
Reviewers:	Yana Sabanskis and Lorraine Fox

When I Was a Little Girl Living in Nova Scotia

When I was A Little Girl In Nova Scotia is a poignant documentary told simply and sincerely with accompanying pictures and a poem. This is definitely a woman's book, and more specifically for women who like reading about the lives of others. Beginning readers enjoyed the book, first of all for its storyline, and secondly because the level was well within their capacity. They enjoyed being able to read a book straight through. One comment was that, "I didn't have to miss words or stop the story to ask about a word." There was a mixed response to how the women related to the book. One reader, originally from Newfoundland enjoyed the book because it triggered memories of the past and appealed to her sense of 'home'. Other readers enjoyed the book but did not relate to the writer as another adult learner. But this is quite common for beginning readers.

Although the book was well-received, there was some disappointment in the physical presentation. The cover is not straight and the printing is crooked. As well, at times, the storyline does not match the accompanying picture. However, this did not detract from the enjoyment of the book.

She's Speaking Out

She's Speaking Out is a small book that tells the experiences of Janet Ryan in her struggle to become an accomplished reader and successful person.

Janet has had trouble with reading since she began grade one and her problems continue to plague her in her adult life. Jane feels even more hopeless when her father and brother die, as these family members have always been her support.

Janet leaves home to make a life of her own, although this is a scary move for her. When Janet finds a new apartment, she also notices a phone number for a literacy program. Janet enrolls with a tutor in the program and feels this is a new beginning for her.

This book would be enjoyed by most literacy learners; it is a story that closely mirrors their own. The book is a reaffirmation to new readers and uses language which is not difficult to master.

These two selections were written by learners at *Parkdale Project Read, a non-profit community-based literacy organization in Toronto.*

Sample Page

When I Was A Little Girl Living In Nova Scotia

All the family
lived in the house my dad built.
There was a lot of land.
There were some chickens, pigs, sheep,
cows, and an ox team.

When my brothers would cut the hay,
the small children always used to go
in the wagon to jump on the hay.
That way, the brothers could always
put more hay on the wagon.
And my sisters and I really
enjoyed jumping on the hay.

She's Speaking Out

Let me tell you
what it is like
to be illiterate.

Come and read my book
and you will know.

Title: Women, Literacy and Action: A Handbook
Editor: Mary Breen, Project Co-ordinator
Publisher: Ontario Literacy Coalition, 1991
Available: Ontario Literacy Coalition, (416) 963-5787
#1003 365 Bloor Street East, Toronto, Ontario M42 3L4
Price: $10.00
Reviewer: Laurie Gould

Women, Literacy and Action: A Handbook

Women, Literacy and Action: A Handbook was written by a group of feminist literacy workers. It includes articles on:"Feminism and Literacy", "Looking at "Ism's": Visible Minority Women and Literacy","Parenting and Literacy","Native Women in Literacy", "Women and Health and Literacy", "Women, Literacy and Poverty: Making the Connections", as well as sections on "International Women's Day Activities for Literacy Programs", and "Resources".

The writers tackle a number of controversial topics, for example, "woman positive" vs. "learner centered" programming. They assert that learners tend to choose topics and materials that are familiar and contend that these are often traditional and mainstream, so learners don't have the opportunity to examine alternative ideas or points of view. Other topics discussed in the book include: literacy and First Nations people, racism, women-only groups or classes, issues that woman learners raise when they begin to speak out such as poverty, rape, abuse, and barriers which limit their access to programs including street violence, harassment, transportation, childcare, scheduling. "Women and Health and Literacy" in a clear and concise way shows the impact of literacy on health.

Literacy instructors who reviewed this book generally had positive things to say.

"I thought it was excellent."

"The value for us was in the making of connections between literacy work and other issues that concern us such as poverty, health, violence, racism and aboriginal concerns."

No other book has caused as lively and heated a discussion at a Literacy Materials Committee meeting. One member felt the feminist slant distorted some of the issues raised. "It isn't just women workers who are overworked and underpaid. . .I am irritated by the way the writers seem to throw in references to men as an afterthought." Another felt the book did too much 'male-bashing' and dredged up old issues that literacy workers have already thought about and acted on. Other committee members felt the issues raised in this book were still unresolved and pertinent to literacy workers, and only through constant examination and discussion would we ever come to terms with them.

In the introduction of *Women, Literacy and Action* it is stated that its goal is to "spark discussion". It certainly did in our committee and for that reason we agreed it was important to review this handbook.

The Bulletin's Board

Canadian Give the Gift of Literacy Foundation:

The Canadian Give the Gift of Literacy Foundation was founded by the book and periodical industry in Canada. It is supported by readers, writers, editors, publishers, booksellers, librarians, book distributors and book manufacturers. The Foundation provides grants to community-based literacy groups in Canada. The funds are used for the production of learning materials for adult learners and/or tutors. Canada Post provided a grant for the production of a catalogue that describes all projects previously funded by the Foundation. The catalogue includes ordering information for materials produced through these grants. To obtain a free copy of this catalogue or a grant application send a self-addressed 8.5 by 11 inch envelope to:

Canadian Give the Gift of Literacy Foundation
35 Spadina Road
Toronto, Ontario M5R 2S9

Circulating Materials:

The materials reviewed in this Bulletin are available on a loan basis for a period of a month. If you wish to borrow any of them, please contact:

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: (604)687-5077 Fax (604) 687-5076

Permanent Collection:

A complete and permanent set of materials from all six *Literacy Materials Bulletins* is available for viewing at:

Adult Literacy Contact Centre
Suite 622, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624 (Lower Mainland) 1-800-663-1293

Mailing List:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of the Bulletin, please contact the Adult Literacy Contact Centre.

Reader Recommendations:

The Literacy Materials Committee wants to hear about your favorite literacy materials – books, pamphlets, videos, movies, tapes, software, posters, flashcards, games, etc.. Please fill out the form on the back of this page and mail to the address indicated.

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title ____________________

Author ____________________

Publisher ____________________ **Copyright Date** ____________________

Level (please circle)

*** Basic (0-3)** **** Functional (4-6)** ***** Independent (7-9)**

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? ____________________
2. Interesting to learners? ____________________
3. Appropriate to the reading level of learners? ____________________
4. Successful with learners? ____________________
5. Encourages meaningful discussion and critical thinking? ____________________
6. Easy to use? ____________________
7. Free of bias for age, sex, and race? ____________________
8. Up-to-date? ____________________
9. Canadian content? ____________________

Send the completed form to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

Recommended by:

____________________ ____________________
(name) (address)

THE LITERACY MATERIALS

BULLETIN

8

Fall1993

We are pleased to be able to tell you that the Literacy Materials Committee has received funding to operate for the 1993-94 year. Our committee is funded by a cost-shared grant from the B.C. Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat of Multiculturalism and Citizenship Canada.

This issue of the Literacy Materials Bulletin contains reviews of three unique and noteworthy publications that were also developed and produced with cost-shared funds: *Partnerships in Literacy: A Guide for Community Organization and Program Development, Cities of British Columbia,* and the *Tutor Mathematics Resource Manual.* Since 1987 MAETT and the Literacy Secretariat have encouraged and supported a great variety of innovative, worthwhile literacy activities in British Columbia through their funding of cost-shared projects.

We would like to welcome Katie Molloy, an instructor at the Quesnel Campus of the College of New Caledonia , and Brenda Giles, a student at King Edward Campus, Vancouver Community College who have recently joined the Literacy Materials Committee. Unfortunately, we also must say farewell to Paula Davies. It has been a real pleasure to work with Paula; she is energetic and enthusiastic, and has been particularly talented at finding outstanding new materials for the committee to field test and review.

And finally, congratulations to our tireless and very special resource person, Thomas Quigley who has been selected to receive one of Canada Post Corporation's first annual "Flight for Freedom Awards" for his outstanding contribution to literacy. His valued participation on our committee is just one of numerous reasons he rightly deserves this award.

This Bulletin was printed by students attending classes in the Printing Production Department at Vancouver Community College, City Centre. We hope our reviews will help you select useful literacy materials.

Laurie Gould

Literacy Materials Committee

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Title: Reading In the Content Areas: Literature 1 and 2
Author: Laura Stark Johnson
Publisher: New Readers Press, 1991
Available: Laubach Literacy of Canada, P.O. Box 6548, Station "A"
St. John, N.B. E2L 4R9, (506)634-1980, fax 634-0944
In B.C. call Artel Educational Resources 1-800-665-9255
Price: Anthologies $12 each, Teachers Guides $11.25 each,
Photocopy Masters Books $50 each
ISBN: 088336 (plus numbers in parentheses after titles below)
Level: Independent
Reviewer: Sylvia Doherty

Reading in the Content Areas: Literature 1 & 2

Reading in the Content Areas: Literature 1 and 2 (109-4 & 112-4) is a set of two anthologies, each divided into units representing the literary genres of short stories, novels, nonfiction, poems, and plays. Accompanying them are two teacher's guides (110-8 & 113-2) and two books of photocopy masters (111-0 & 114-0).

The series promotes the interactive process of reading comprehension, or holistic learning. It motivates students to become both intellectually and emotionally involved in what they read. Students are encouraged to think about, discuss, and integrate new ideas and information into what they already know. Lively discussions provide excellent opportunities for critical thinking and problem solving.

The teacher's guide is a very helpful aid, offering objectives, background information, introduction of the author, and teaching suggestions for pre- and post-reading activities. The photocopy masters provide literal level statements on which students work in pairs or groups to reach consensus; interpretive level statements, where prior knowledge, experience and different points of view can support different opinions; applied level statements where they work alone to apply, analyze, synthesize, and evaluate what they have read and discussed. You are given permission to copy the pages for classroom use. At the back is a glossary of literary terms and two pages of vocabulary lessons.

Since this series is published in the States, many of the selections contain American content; only one story is set in Canada. However, the selection of writings in each anthology is excellent and varied. All are written by acclaimed authors and speak of such universal themes as love, loyalty, courage, dignity, greed and sacrifice. Exposing students to examples of good literature and challenging them to think about and relate to these life issues helps them gain insight and confidence in their own lives and in their own writing. These selections also lend themselves very well to theme units.

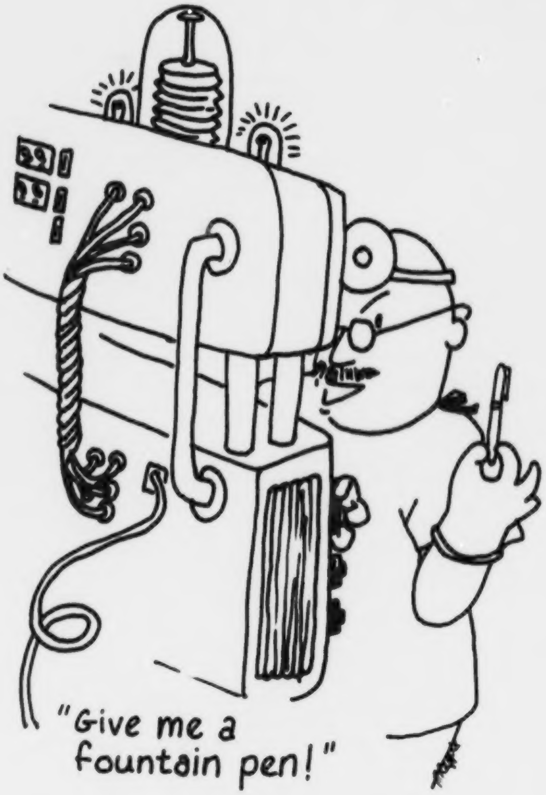
At the beginning of each unit in the anthologies, you will find an introduction encouraging participation and enjoyment, and a short quote inviting thoughtful contemplation. Here are a couple of samples:

> "I can't write without a reader. It's precisely like a kiss – you can't do it alone." *John Cheever*

> "Poetry is a way of taking life by the throat." *Robert Frost*

"Hmm?" said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. She seemed grossly unfamiliar, like a strange woman who had yelled at him in a crowd. "You were up to fifty-five," she said. "You know I don't like to go more than forty. You were up to fifty-five." Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind. "You're tensed up again," said Mrs. Mitty. "It's one of your days. I wish you'd let Dr. Renshaw look you over."

Walter Mitty stopped the car in front of the building where his wife went to have her hair done. "Remember to get those overshoes while I'm having my hair done," she said. "I don't need overshoes," said Mitty. She put her mirror back into her bag. "We've been through that," she said, getting out of the car. "You're not a young man any longer." He raced the engine a little. "Why don't you wear your gloves? Have you lost your gloves?" Walter Mitty reached in a pocket and brought out the gloves. He put them on, but after she had turned and gone into the building and he had driven on to a red light, he took them off again. "Pick it up, brother!" snapped a cop as the light changed, and Mitty hastily pulled on his gloves and lurched ahead. He drove around the streets aimlessly for a time, and then he drove past the hospital on his way to the parking lot.



..."It's the millionaire banker, Wellington McMillan," said the pretty nurse. "Yes?" said Walter Mitty, removing his gloves slowly. "Who has the case?" "Dr. Renshaw and Dr. Benbow, but there are two specialists here, Dr. Remington from New York and Dr. Pritchard-Mitford from London. He flew over." A door opened down a long, cool corridor and Dr. Renshaw came out. He looked distraught and haggard.[1] "Hello, Mitty," he said. "We're having the devil's own time with McMillan, the millionaire banker and close personal

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[1] distraught and haggard: extremely upset and exhausted.

Title:	Fitting In
Authors:	Roseanne Keller
Publisher:	New Readers Press, 1990
Available:	Laubach Literacy of Canada, P.O. Box 6548, Station "A" St. John, N.B. E2L 4R9, (506)634-1980, fax 634-0944 In B.C. call Artel Educational Resources 1-800-665-9255
Price:	Set of 8 Books $31.75 Read-along Tape Set $85.25
ISBN:	see below
Level:	Basic
Reviewer:	Paula Davies

Fitting In

The *Fitting In* series is comprised of eight small books, written at a basic level for adult readers. A set of eight audio cassette tapes is also available.

Fighting Back	0 88336 985 0
Honorable Grandfather	993 2
The Magic Village	994 X
The Race	995 8
Talk Like A Cowboy	996 6
The Trip	997 4
Woman's Work/Man's Work	998 2

Each of the books is set in the United States. However, the main characters originally come from different countries and can speak a language other than English. The books were field tested in both English as a Second Language classrooms and in Adult Basic Education literacy programs. For the most part, the student reviewers liked the books. They found the books easy to read and understand.

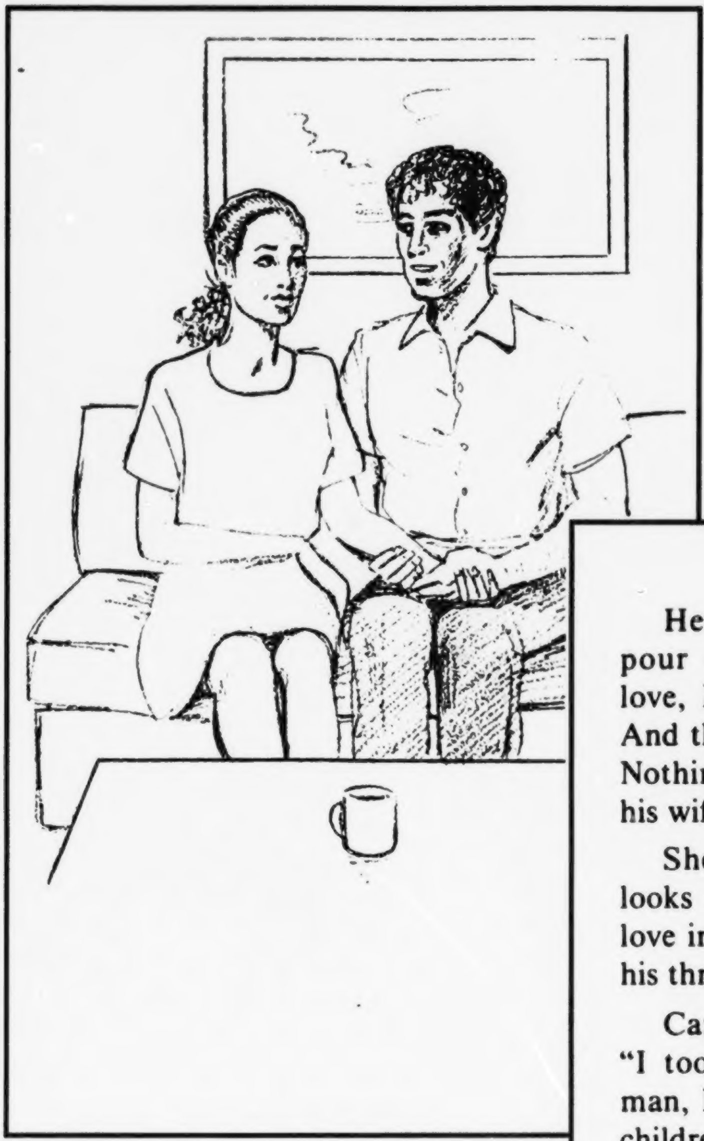
> "I didn't have to use the dictionary at all. The problems presented in each books are interesting and very real."

> "This is a very good book. Today many families have the same problem."

When one instructor spread the series out on the reading materials table in her classroom, the students gravitated quickly to them. She feels this was because the books are small and students would be able to read them quickly and easily, but also because the titles and cover illustrations are inviting. Students also liked listening to the audio tapes that can be purchased with or without the books. The tapes helped them with the pronunciation of some of the more difficult words and names and the reading pace seemed appropriate.

With regards to the content of immigrants fitting in to a new culture and all the attendant problems, the reviewers felt that this series of books would help make people more understanding. They also felt that they could learn something about other customs.

And so, while for some, the names in the books were difficult to read and the story topics not always interesting, most reviewers said they would read other books in this series and recommend buying them for literacy programs.



Woman's Work, Man's Work

He puts down his cup. The words pour out. "If I can't help someone I love, I am no man at all. I'm nothing. And that's what I have felt like, Carmen. Nothing." Ernesto sits on the sofa beside his wife.

She doesn't say anything. She just looks at him. He has not seen so much love in her face for a long time. It makes his throat hurt. He has to look away.

Carmen's hand is warm on his arm. "I took a job. That didn't make me a man, Ernesto. You stayed home with the children. That didn't make you a woman. You have always been a man to me."

"I'm sorry you have to work," Ernesto says.

"You know what?" Carmen says. "I like working. This is America. Lots of women work."

"Carmen, *I* need to find a job." Ernesto stops speaking. His eyes burn. He is trying to hold back the tears. "But my English is such a problem."

Title: The Starter Pack
Author: Eldred, Knights, Leigh, Lever, Powell
Publisher: ALBSU (Adult Literacy and Basic Skills Unit), 1991
Available: Avanti Books, 8 Parson Green, Boulton Road,
Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG,
phone 011 44438 350155, fax 011 44438 741131
Price: £5 sterling (cost of mailing about £6)
ISBN: 1 870741 22 6
Level: Basic and functional
Reviewer: Yana Sabanskis and Karen Kerr

The Starter Pack

Materials for Tutors in Adult Literacy

The Starter Pack is a pack or folder of materials designed for instructors and tutors who are new to literacy work but useful also to the seasoned literacy instructor. The layout is attractive and well-organized; the different sections are presented in pamphlet form, and may be used in any sequence. The pamphlets offer suggestions, interesting approaches and concrete examples of how to plan lessons. The exercises include real life applications and may be completed in one session.

The "Learning to Learn" section, although very time-consuming, is sensitive to different kinds of learners and particularly useful in a continuous intake programme where finding uninterrupted time to explain such concepts as goal-setting is difficult.

The sections focussing on teaching beginning reading offer creative approaches including games, puzzles and exercises involving the repetition that beginning readers need. These ideas may be used with materials such as a reading series, *The Westcoast Reader,* or a local newspaper. In "Building Up Reading Skills" the student is encouraged to become actively involved in the reading, and also in learning to understand that the writer is trying to convey some meaning. The exercises involve the student's creative learning process and assess comprehension by asking the student to guess what comes next, to put ideas in proper order or fill in the blanks. The map and graph reading/ comprehension section is an excellent reminder to the tutor/instructor that this seemingly natural way to gather and interpret information, is often a source of confusion and frustration for the fundamental student.

The focus in the writing section is the student's own work and involves the student both in making the decision on what to write about, and also in trying to determine the cause of any writing difficulties. A diagrammatic plan and check list for beginning writers give concrete suggestions on how to get organized, develop vocabulary and learn to edit their own writing individually or in a group.

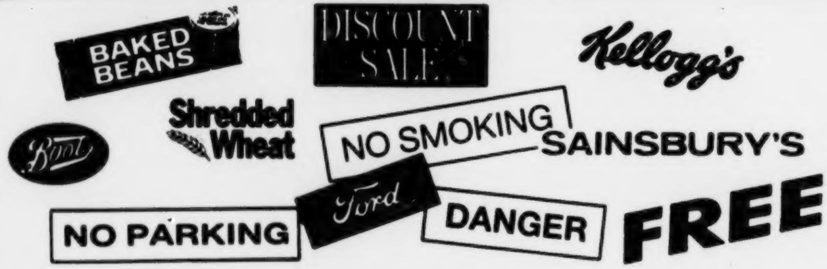
"Teaching Spelling" has some useful information on analyzing errors. The record sheets for building vocabulary, presentation of strategies and rules and section on homophones are easy to grasp.

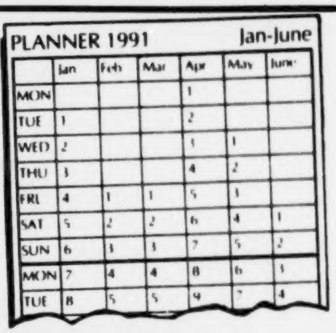
"Moving On" and "References" offer a range of options available to help students plan for the future.

The Starter Pack lacks Canadian content and assessment information, but it has many valuable practical ideas.

REMEMBER – Beginning readers are not beginning thinkers or beginning learners.

They have ideas, opinions, experience and skills which will be useful in learning to read if your methods and materials build on the students' strengths.





PLANNER 1991 Jan-June

	Jan	Feb	Mar	Apr	May	June
MON				1		
TUE	1			2		
WED	2			3	1	
THU	3			4	2	
FRI	4	1	1	5	3	
SAT	5	2	2	6	4	1
SUN	6	3	3	7	5	2
MON	7	4	4	8	6	3
TUE	8	5	5	9	7	4

- Pick out words which students may recognize from things they use.
- Copy these onto cards for matching with the original.

NO PARKING

FREE

DANGER

BAKED BEANS

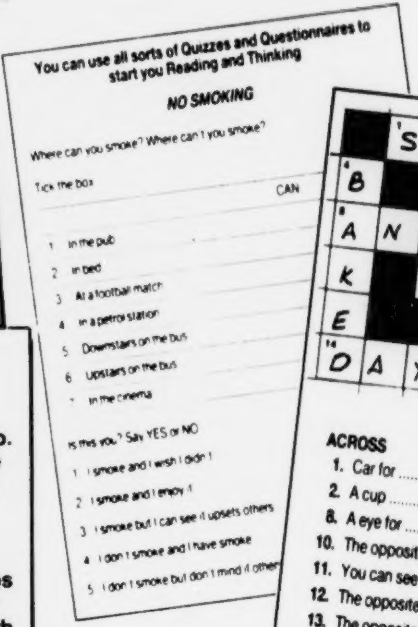
- The student can build up lists of sight vocabulary in alphabetical order. Check that words are copied correctly.
- Use the words the student knows in simple sentences for reading practice.

"You pay less for beans at Sainsburys."

"Parking is free in ASDA."

"Boots is closed on Friday."

- Highlight easy reading pieces in magazines. Don't cut them out, give the student the publication.
- Make your own quizzes and word puzzles using the student's own vocabulary.



You can use all sorts of Quizzes and Questionnaires to start you Reading and Thinking

NO SMOKING

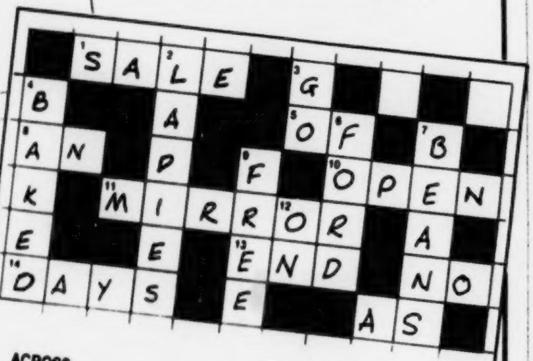
Where can you smoke? Where can't you smoke?

Tick the box CAN

1 In the pub
2 In bed
3 At a football match
4 In a petrol station
5 Downstairs on the bus
6 Upstairs on the bus
7 In the cinema

Is this you? Say YES or NO

1 I smoke and I wish I didn't
2 I smoke and I enjoy it
3 I smoke but I can see it upsets others
4 I don't smoke and I hate smoke
5 I don't smoke but don't mind if others



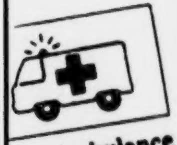
ACROSS

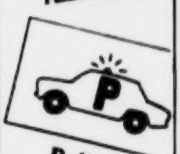
1. Car for £600 (4)
2. A cup .... coffee (2)
8. A eye for .... eye (2)
10. The opposite of closed (4)
11. You can see yourself in it (6)
12. The opposite of beginning (3)
13. The opposite of yes (2)
14. There are 7 in a week (4)
15. As cold .... ice (2)

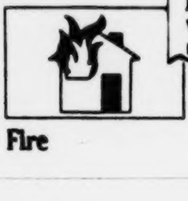
DOWN

2. One lady, two .... (6)
3. A green light means .... (2)
4. Heinz .... beans (5)
6. A make of car (4)
7. Heinz Baked .... (5)
9. You don't have to pay, it's .... (4)
12. The opposite of off (2)

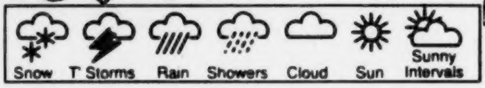
ST. JOSEPH'S
DONCASTER ROAD
ARTS & CRAFTS FAIR
Sunday, 28th October
at 2 p.m.
Admission 10p


Ambulance


Police


Fire

I miss having her at home
My wife's new job is ruining our relationship. She is out of the house 10 hours a day and we only seem to communicate by leaving notes.
I do a telephone sales job from home and my wife had got fed up with me being under her fe



Title: Number Sense: Discovering Math Concepts
Author: Allan D. Suter
Publisher: Contemporary Books, 1990
Available: Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham Ontario, (416) 477-9700, fax 477-9179
Price: Student Books $7, Answer Key $5, Teacher's Guide $13, Diagnostic/Placement & Mastery Tests $20(pack of 10) Complete Set $77 includes 1 copy 10 student texts, 1 each of 4 diagnostic tests, 1 answer key, 1 guide
ISBN: 0 8092 4190 0 (Complete set)
Level: Functional/independent
Reviewer: Katie Molloy

Number Sense: Discovering Math Concepts

This is a very useful series of ten workbooks from Contemporary Books dealing with basic math concepts of whole numbers, decimals, fractions, ratio, proportion and percent. Answer keys for the series are available as well as diagnostic and mastery tests and the Teacher's Resource Guide. The series was written with adult literacy students in mind and requires minimal reading at a functional level. This allows students to concentrate on the math concepts.

The Diagnostic/Placement test helps identify a student's specific areas of weakness. When used in conjunction with the Item Analysis charts, an instructor can quickly place the student in the corresponding skill section within the series.

The layout of these books is simple and functional. Each book includes a similar format comprising 60 pages of short one page lessons encouraging students to feel a sense of real accomplishment. Each step is built upon the step before in a highly visual way. Word problems focus on real life contexts making use of recipes, maps, shopping and sporting scenarios.

The "Teacher's Resource Guide" is an essential component of the series offering a variety of activities which supplement and enrich the concepts taught in the workbooks.

One of the real plusses of this series is the way in which students can move from the concrete to the abstract in four consistent steps. In addition, key vocabulary words are hi-lighted throughout, focusing the student's attention on important clues within word problems.

However, as it is intended to be an introduction to math skills, extra practice sheets may be required by some students. Also, being an American publication, there is no Canadian content which does somewhat diminish its usefulness. Furthermore, the series omits the metric system, area, perimeter and graphing; all of which are requirements of the articulated Fundamental Math course.

Nevertheless, because this series is inexpensive, adult oriented and easily read, it is worth considering as supplemental material within the classroom.

Sample Page

Multiplying by Two-Digit Numbers

STEP 1

Multiply the bottom ones digit by the top number.

$$\begin{array}{r} \boxed{4\,1} \\ \times\ 1\boxed{2} \\ \hline \mathbf{82} \end{array}$$

STEP 2

Multiply the bottom tens digit by the top number.

$$\begin{array}{r} \boxed{4\,1} \\ \times\ \boxed{1}2 \\ \hline 8\,2 \\ \mathbf{410} \end{array}$$

Put a zero in the ones place since you are multiplying by the tens digit.

STEP 3

Add the numbers in both rows.

$$\begin{array}{r} \boxed{4\,1} \\ \times\ \boxed{1}2 \\ \hline \mathbf{82} \\ \mathbf{410} \\ \hline \mathbf{492} \end{array}$$

Multiply the numbers.

1. $$\begin{array}{r} 2\,3 \\ \times\ 3\,1 \\ \hline 2\,3 \\ \_\ \_\ 0 \\ \hline \_\ \_\ \_ \end{array}$$

Write a zero since you are multiplying by the tens.

finish

2. $$\begin{array}{r} 1\,2 \\ \times\ 1\,1 \\ \hline \_\ \_ \\ \_\ \_\ 0 \\ \hline \_\ \_\ \_ \end{array}$$

3. $$\begin{array}{r} 1\,3 \\ \times\ 2\,3 \\ \hline \end{array}$$

4. $$\begin{array}{r} 5\,3 \\ \times\ 1\,1 \\ \hline \_\ \_ \\ \_\ \_\ 0 \\ \hline \_\ \_\ \_ \end{array}$$

5. $$\begin{array}{r} 1\,3 \\ \times\ 1\,3 \\ \hline \end{array}$$

6. $$\begin{array}{r} 3\,3 \\ \times\ 3\,3 \\ \hline \end{array}$$

7. $$\begin{array}{r} 4\,3 \\ \times\ 1\,2 \\ \hline \_\ \_ \\ \_\ \_\ 0 \\ \hline \_\ \_\ \_ \end{array}$$

8. $$\begin{array}{r} 2\,4 \\ \times\ 2\,2 \\ \hline \end{array}$$

9. $$\begin{array}{r} 4\,2 \\ \times\ 2\,1 \\ \hline \end{array}$$

Title: Cities of British Columbia
Author: Audrey Thomas
Publisher: Province of British Columbia, Ministry of Advanced Education, Training and Technology; and the National Literacy Secretariat, 1991
Available: Marketing Department, Open Learning Agency, 4355 Mathissi Place, Burnaby B.C. V5G 4S8, (604) 431-3210 or 1-800-663-1678, fax (604) 431-3333
Price: $14.70
Level: Independent
Reviewer: Helen Thomas

Cities of British Columbia

Cities of British Columbia was prepared as a cost-shared project for the Ministry of Advanced Education, Training and Technology and the Multiculturalism and Citizenship Canada, National Literacy Secretariat.

Cities of British Columbia provides sections on Victoria, Vancouver, Prince George, Kelowna and Prince Rupert, as well as a section to guide students to find out about their own city.

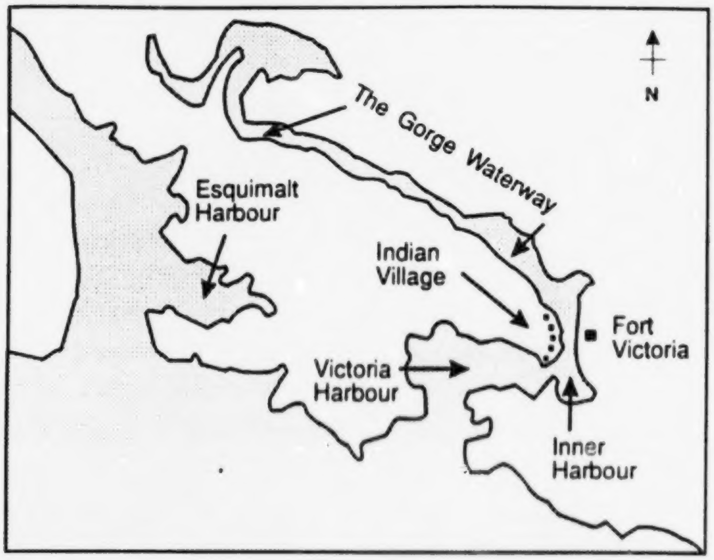
The graphics and layout are very good. Generally this text is clear and easy to read. The photographs, climate graphs and maps provide interesting information and reinforce the written information. Several students commented that the information on B.C. Transit and Skytrain was both interesting and useful.

Many students enjoyed finding out some of the history about their own city and province. One Victoria student. Chris. became particularly interested in the history of the Empress Hotel. He found further information, arranged for a tour of the basement of the hotel for his class and wrote several pieces. Other groups toured the Legislative Buildings and discovered that the history that they studied in *Cities* provided background to help make the tour more understandable.

An innovative idea that both learners and instructors enjoyed was the use of student writing to describe aspects of each city. Learners seemed to particularly enjoy finding out why people chose to live in an area and how a city changes in one person's lifetime.

There were a few weaknesses in the book including a lack of native and archeological history for each city. It would also be useful to have more social history to provide background for discussion of wealth and poverty, education, working conditions, immigration and first nation issues. However, the instructors who reviewed the book all used the pictures or text to start discussion about social history and provided further information where needed. It should also be noted that the book is intended chiefly as a geography text.

Cities of British Columbia fills an important niche in providing an adult oriented, B.C. content social studies text which appeals to many students and uses language and graphics in a clear manner that can be understood by upper level fundamental students. Our classes have really enjoyed using this book.



A NEW BRITISH COLONY

People soon realized that farming, fishing, and forestry were more important than furs in the area around Fort Victoria. Coal was also discovered on Vancouver Island. Many Hudson's Bay Company employees came to live in Fort Victoria when they retired.

In 1846, the Americans and the British decided to extend the 49th parallel west of the Rocky Mountains. The international boundary stopped at the sea. All of Vancouver Island remained British, but people were still afraid that it might become settled and claimed by the Americans. So, in 1849 Vancouver Island became a crown colony with Fort Victoria as its capital.

In that year, the Fort also became the centre of the Hudson's Bay Company's west coast operations. The Company had the monopoly for trade on the Island. It also had to encourage settlers to come to the island. James Douglas went to Fort Victoria as Chief Factor of the Company. The British had appointed Richard Blanshard as the new governor of the colony. However, when Blanshard arrived, he found all the power was in the hands of the Hudson's Bay Company and James Douglas. Blanshard did not stay very long. He resigned and returned to Britain. James Douglas then became governor. The rivalry between these two men is remembered today as Victoria's two main streets are called Douglas and Blanshard.

Douglas chose Victoria harbour because of the flatter land around the Inner Harbour. Was this a good site? Why?

Nothing is left of Fort Victoria today. However, if you walk along Government Street, you will see the outline of the Fort marked by bricks. The bricks have the names of the early settlers of Victoria as well as the names of local Natives.

A **crown colony** was a settlement in a new land with ties to the British monarch. The King or Queen rules through an appointed governor.

A **capital** is where the government meets.

A **monopoly** is when one group or person controls all the trade or production.

Title:	Hats
Authors:	Julia Holt, Jane Mann & Karen Beggs
Publisher:	ALBSU (Adult Literacy and Basic Skills Unit), 1991
Available:	Avanti Books, 8 Parson Green, Boulton Road, Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG, phone 011 44438 350155 fax 011 44438 741131
Price:	£1.60 sterling
ISBN:	1 871174-16-3
Level:	Basic and functional
Reviewer:	Maureen Stephens

Hats

At first glance I thought this book was inappropriate for adult readers because of its childlike appearance. Students were also put off a bit. The old saying you can't judge a book by its cover certainly applies to *Hats*. This refreshing book of poetry was written by three British women. Clever and humorous pen and ink sketches by Nell Sully accompany each title. The text is well-spaced and easy to read.

The poems in *Hats* deal with day to day issues in women's lives. Women wear many different 'hats' and play a variety of roles – teachers, wives, mothers, grandmothers, friends, caregivers and workers.

The poems in *Hats* can be used as a basis of discussion in a classroom situation. For example, in the poem, "The Other Side of the World," an elderly woman is handling growing old and the changes in her life. Lines like, "Life is not simple anymore," or "Life is full of changes," promote discussion and follow-up writing exercises. One student commented, "It is hard for old people to adjust to a changing world. There is so many things people do that I just don't understand anymore." Another student stated, "I remember when I was six and life was simple. I loved jumping in mud puddles. I would look pretty silly doing that now."

> "This book . . . will help everyone understand each other."

Students also enjoyed reading this book of poetry on an individual level. "Housewife Plant", a poem about a woman who feels trapped, was a favorite of some of the female students. "I know how this woman feels. For the first three years of my marriage I was trapped in a marriage pot. I wasn't allowed to work or go to school," writes one student. Another student stated, "Women are allowed to bloom more in today's society. Thank goodness things are changing for women."

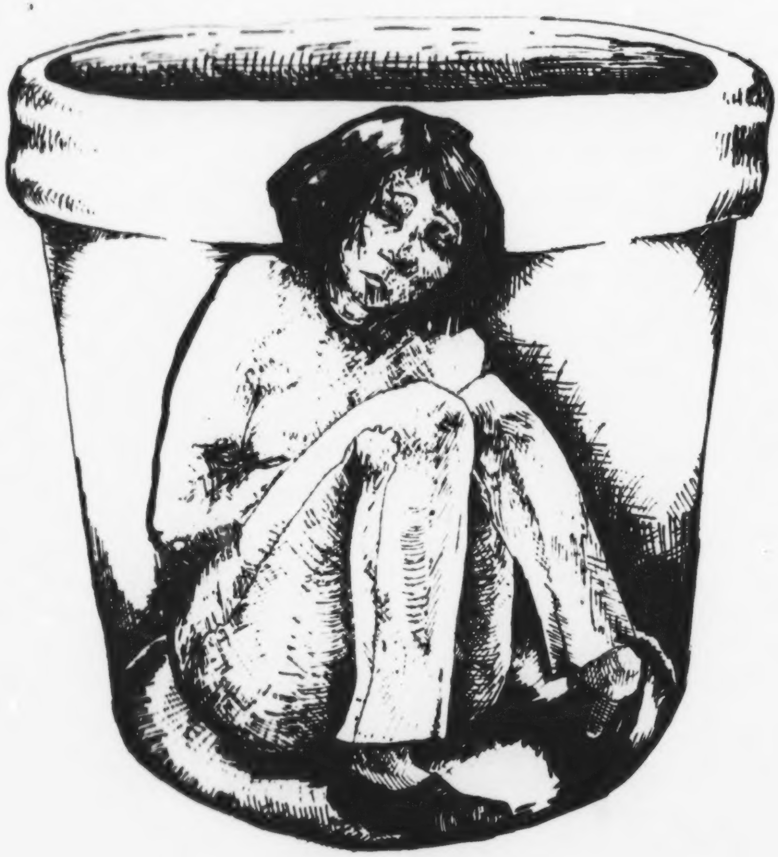
Anna Lohen a student at Okanagan College feels that, "This book should be read by both men and women. It will help everyone understand each other."

The Housewife Plant

I am a housewife plant,
living in a marriage pot.

I am fed and watered,
Should I be grateful?

I am clipped and trimmed,
but I wanted to stretch.



Title: Hopes and Dreams 1
Author: Tana Reiff
Publisher: Fearon/Janus/ Quercus, 1992
Available: Prentice-Hall Canada, Inc., 1870 Birchmount Rd.
Scarborough, Ont.M1P 2J7, 1-800-567-3800, fax 299-2
Price: Complete series $76.54 individual titles $8.50
Curriculm Guide $29.44
ISBN: 0 822 436 760 (complete series), 0 822 436 876 (T.G.)
Level: Basic
Reviewer: Laurie Gould

Hopes and Dreams I

Hopes and Dreams l is a set of 10 novels that recount the experiences of people coming to America from different countries:

O Little Town (Germans)
Hungry No More (Irish)
For Gold and Blood (Chinese)
A Different Home (Cubans)
Boat People (Vietnamese)
Nobody Knows (Africans)
The Magic Paper (Mexicans)
Push to the West (Norwegians)
Little Italy (Italians)
Old Ways, New Ways (Eastern European Jews)

For example, "Little Italy" tells the story of the Trella family, and the challenges they meet adapting to life in a U.S. city between 1920 and 1956; "For Gold and Blood" relives the days of the 1850's when people like Soo Lee and his brother Ping came to search for gold and to work on the railway. Although these stories are set in the United States they are similar to those of immigrants in Canada.

The subject matter of these novels is interesting to adult students. "I like to read books which are about refugees." "I wanted to know about my people and what they did in America in the nineteenth century." "I chose this book because I have never read about the Jewish people."

The characters in these stories are believable and true-to-life. They face real-life dilemmas such as finding a job, coping with children, dealing with prejudice and adapting to a new culture. "The Olsen's did not give up during all of this trouble they went through." "Mario felt really responsible for his parents."

Stories provide students with the opportunity to learn some of the history and geography of North America. "After I read this story, I knew that the Chinese had very difficult lives when they came to America." "It talks about the real story of the Irish people."

Each pocketbook has about 75 pages with questions at the end of each chapter. "The questions made you think twice on what you read and what would you do if it was you."

The Curriculum guide includes summaries of each book, historical background, vocabulary lists, teaching ideas and reproducible comprehension and language activity sheets for each story.

I enjoyed using *Hopes and Dreams l* with my students and plan to order *Hopes and Dreams ll* when it comes out this year with stories about the Japanese, Greeks, Koreans, Indians, Poles, Arabs Jamaicans, Puerto Ricans, Filipinos and Salvadorans.

FOR GOLD AND BLOOD
O LITTLE TOWN
LITTLE ITALY
PUSH TO THE WEST
OLD WAYS NEW WAYS
BOAT PEOPLE
THE MAGIC PAPER
A DIFFERENT HOME
HUNGRY NO MORE

Sample Page

CHAPTER 1

Vietnam, 1979

The war in Vietnam
was over at last.
But the Nguyen family
would never forget it.
Three of the Nguyen boys
had been in the war.
One of them
had been killed.
Another son
was too young to fight.
There were also
two girls.

The Nguyen family
lived by the sea.
They owned
a small boat.
They worked
day and night
to catch fish.

Title: Tutor Mathematics Resource Manual
Author: Loraine Wong (ed.), Barbara McPherson, Patricia Wright
Publisher: Langley Education Centre, 1992
Available: Marketing Department, Open Learning Agency,
4355 Mathissi Place, Burnaby B.C. V5G 4S8,
(604) 431-3210 or 1-800-663-1678, fax (604) 431-3333
Price: not available at time of printing
Level: Tutors of basic and functional math students
Reviewer: Iris Strong

Tutor Mathematics Resource Manual

Tutor Mathematics Resource Manual was developed and produced with cost-shared funds from the B.C. Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat.

The *Tutor Mathematics Resource Manual* is an excellent aid for tutors who have been out of school for a long time, or for those who lack experience and confidence in presenting math concepts.

The manual is laid out clearly and simply in precise language, so tutors of varying reading levels are comfortable with it. The print is large, and to quote one tutor, "It's excellent for my tired old eyes." Many tutors report that reading through a particular unit refreshed their own understanding as well as providing some interesting and valuable methods for teaching concepts.

The activities, charts and suggestions for manipulatives are especially designed for one-to-one instruction, and are, for the most part, easy to follow. One tutor felt that the regrouping chart on page 16 was complicated and that the number line on page 31 was cluttered by the halves, so she would adjust these for her learners. The manual is not intended to be followed step-by-step from cover to cover; rather tutors read through a particular section for background explanation for themselves and then select the activities they think will match their learner's needs and abilities.

The manual is printed as a binder, so that personal lessons and examples can be added to any section. An excellent idea is to keep a central manual in a resource area, so that many tutors can benefit from the ideas contributed by others.

Although this manual is not designed for classroom use, there are several charts and tables which can be photocopied for use with groups. Special bonuses are the chequebook size chart of the written form of all the numbers (page 68) to be taped inside a chequebook, the multiplication chart on page 23 (to enhance fridges, dashboards, bathroom mirrors etc.) and the temperature chart comparing Celsius and Fahrenheit on page 72.

Topics included in the manual cover all the basic concepts in the fundamental level curriculum: place value, adding, subtracting, multiplying and dividing whole numbers, rounding and estimating, fractions, decimals, percent, metric, problem solving, managing money, measurement, and using the calculator.

This manual is a valuable tool for any math tutor and any tutor program.

Chapter 5: Rounding And Estimating

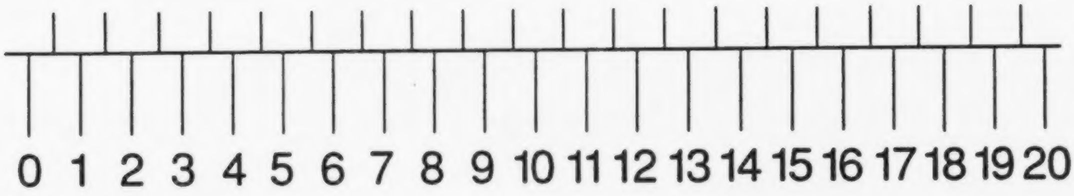
Rounding and estimating may seem frightening to your student, but try to show her/him that s/he is already using these skills, to some extent, in everyday life, probably without really thinking about it.

We use rounding skills when we think of distances. When someone asks, "How far is the mall?", we don"t say, "Three and two-thirds miles (or kilometres)." We are more likely to say, "About four miles." Few of us know the exact distances between cities in B.C. It is usually good enough to know about how far a city is -- how far is Prince George from Vancouver? -- about 500 miles.

We use the same process when we talk about time. If it took three hours and and fifteen minutes to drive to Kelowna, we'd say it took about three hours.

We all use estimating and rounding skills in shopping.
If something is advertised at $9.79, we usually round that up in our heads to $10.00.

Talk about other ways your student may already use these skills, and then move on to look at the number line. The number line can be used in many ways. It is very important to emphasize that the number line starts at zero, and can include parts of numbers as well as whole numbers.



Use the number line to compare. Is 3 closer to 0 or 10? Is 12 closer to 10 or 20? Is 17 closer to 10 or 20?

Title: Remembering
Author: Carol Goertzel and Kathy Reilly
Publisher: New Readers Press, 1988
Available: Laubach Literacy of Canada, P.O. Box 6548, Station "A"
St. John, N.B. E2L 4R9, (506)634-1980 fax (506)634-0944
In B.C. call Artel Educational Resources 1-800-665-9255
ISBN/Price: Book 1 (088336 350 X) $7.00, Book 2 (088336 351 8) $7.00
Teacher's Guide $8.25
Level: Basic/functional
Reviewer: Helen Thomas

Remembering

Remembering is a set of two books and a teacher's guide from New Readers Press. Each book is a series of oral histories taped and transcribed by the Lutheran Settlement House Women's Program, Philadelphia, Pennsylvania.

The storytellers all live in Pennsylvania but they or their relatives come from all over the world. There are stories by men and women, black and white, old and young. Each storyteller has a different tale to tell. Students found the references to Pennsylvania and some American history confusing but enjoyed learning about different cultures and countries.

The illustrations are appealing but readers wanted actual pictures of the storytellers. The maps included in the two books were clear and as one student said, "They were very helpful for understanding where the people came from."

The exercises at the end of the story were rather dificult for students. The first three sections which included exercises on pronouns, verb tenses, alphabetical order, compound words and so one were very useful for students but they needed some help. The questions about the story and suggested activities and discussion based on the story were less popular and there was no place to complete these questions in the book. The stories did provide excellent topics for discussion and writing.

The teacher's guide explains how oral histories resemble and differ from language experience stories. The guide also includes sections on, "Encouraging Student Participation" ,"Using the Stories and Exercises", "Lesson Notes" and "Obtaining Oral Histories."

Remembering is a wonderful source of learner-dictated stories with varied , if rather too American, content. The books will encourage instructors to help students to provide their own oral histories . . . "Perhaps these stories will spark your own memories, and you will start remembering things in your own family history. Share those stories. They are worth telling."

The stories are written in a way that is suitable for fundamental level students. Book 1 is for beginning readers and Book 2 is for the slightly more advanced student.

Steve & Mary Skjold Photographs

My Family

Darlene Weaver

My father is William J. Sweeney.
Well, he isn't really my father,
but I love him like one.
He treats me like I am one of his own.

He remembers
when you could get in the movies
for a quarter,
plus buy a lot of candy to eat
for inside the movies.
My father was in the Warlocks,
but he quit the club.
He used to go hunting with actor Jack Palance,
who lived up in the mountains.

Titles:	Helping Adults To Spell
Authors:	Catherine Moorhouse
Publisher:	ALBSU (Adult Literacy and Basic Skills Unit), 1977
Available:	Avanti Books, 8 Parson Green, Boulton Road, Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG, phone 011 44438 350155, fax 011 44438 741131
Price:	90p
ISBN:	0 906509 15 7
Level:	all levels
Reviewers:	Iris Strong

★★ Helping Adults To Spell ★★

Helping Adults To Spell is an excellent resource for instructors and tutors of literacy level students.

Firstly, it puts spelling in perspective and reminds us that "Spelling only matters when you want to write – and then it only matters some of the time." Spelling is not a 'natural' activity; it is one which has to be learned, and not one which automatically tells anything about a person's other competencies.

Secondly, this comprehensive little text indicates that not only should we use the student's own writing as a starting point for work on spelling, but that there are many styles of learning to spell, and even poor spellers already do make use of one or more strategies.

Instructors can encourage students to find out their own personal strategies by asking them if they:

- shut their eyes and try visualize a word
- repeat a word to themselves and consider each sound or syllable separately,
- write a word down in different way , and pick the version which 'looks right',
- think about the meaning of the word, and especially of any affixes, or
- think of other words with parts that sound similar

In addition, the instructor should observe students when writing and analyze the words or parts of words they get right, in order to find a starting point for tackling new words. An important emphasis of this little text is that a student should never be asked to learn a word without being shown a way of doing so.

As well as a presentation of the "Rote Writing Method" of learning spelling, there are six Visual approaches, three Auditory approaches, and three Logical approaches presented. The major advantage of the logical approaches is that one 'pattern' can cover literally hundreds of words (eg. In the cvc pattern, the vowel is short).

Instructors and tutors alike can make use of the comments regarding using and choosing a dictionary, the role of dictation in learning to spell, and the section on special problems and ways of overcoming them. Hints are given regarding how to detect and deal with visual, auditory and handwriting problems.

This comprehensive forty page manual is an extremely valuable resource which offers many suggestions for teaching adults to spell.

★★★★ GOLDEN OLDIE ★★★★

Chapter 4
Helping your student to spell -

Method A Rote Writing
(derived from the Fernald Method)

This method is very thorough, and a valuable technique for students who seem to have severe difficulties in learning new words. It is important that your student should understand *why* you are suggesting the following routine. The reason is that spelling involves several senses: *sight* (when looking at, recalling and writing a word); *hearing* (the voice if the word is pronounced, and associating the *sound* of the word with the relevant symbols); *feeling* (the movement of the writing hand). It is therefore important to involve each of these senses in the process of learning to spell a word.

1. Read the word and say it; Liverpool

   (student *sees* word, *says* word and *hears* word).
2. Copy the word in large letters; Liverpool

   (student *sees* word, tells his hand what to *write*, and *sees* his copy).
3. Look at the word, and put a line under the hard bit; Liverpool

   (student *sees* whole word, and identifies the area of difficulty).
4. Trace over your copy of the word three times, either with your pen, or your finger, saying each part as you trace it;

   (student *sees* each part of word, *feels* the shape of each part of word, and *says* each part of word).
5. Each time you have traced the whole word, say it.
6. Write the word without looking at the copy; (student has to *visualise* the word, and instruct his writing *hand*).
7. Check if you have written the word correctly the copy; (student *reinforces* his visual image of
8. Record the word in your personal dictionary; (th to the student, and *revision* material for future

~~PIECE~~
~~PEASE~~
~~PEACE~~
WAR
Nick

Title: Partnerships in Literacy: A Guide for Community Organization and Program Development
Authors: Wendy Watson and Barbara Bate
Publisher: Province of British Columbia, Ministry of Advanced Education, Training and Technology; and the National Literacy Secretariat, 1991
Available: Marketing Department, Open Learning Agency,
4355 Mathissi Place, Burnaby B.C. V5G 4S8,
(604) 431-3210 or 1-800-663-1678, fax (604) 431-3333
ISBN: 0 7718 9127 X
Price: $19.20 (order #VA0118)
Reviewer: Thomas Quigley

Partnerships in Literacy

Literacy is everyone's business in a community. This means that one group or institution cannot develop a total community literacy program by itself, and meet the different needs of all the community's members. To be successful, everyone needs to work together as partners; the "everyone" here includes educators, employers, unions, service groups, libraries, literacy volunteers and learners. This book talks about literacy partnerships. It gives us the plans for two things: how to develop a community literacy organization, and how to implement a community literacy program. In addition to these plans, the book includes many examples of public and private sector partnerships in B.C. and reports on community literacy programs and projects in B.C. that were active at the time the book was written. This book is the product of a B.C. Literacy Cost-Shared Project, which was funded by both the provincial and federal governments.

The book contains sections on topics such as "Building A Strong Board", "Fundraising", "Recruiting Volunteers", "Selecting and Developing Materials" and "Recognition and Celebration." Each section presents practical information on its topic, samples of forms or letters that may be useful, and ends with "for further information", where you can find a list of books to read and/or referral to agencies that can offer more advice or training in a particular topic.

The 16 examples of partnerships and the 36 reports on programs/projects are very wide ranging and come from all over B.C. Together they make up almost half of the book. The reports, in particular, are very useful because they include comments on the starting up process, the organizational structure, fundraising activities, and literacy awareness.

Many users think that this book is an excellent resource. It gives a practical, brief overview of the steps and processes involved in community literacy so that groups don't have to "re-invent the wheel." Because its examples are from B.C., many of the situations described may be close to your own. This book would be useful for everyone: new, developing, and more established organizations and projects.

Because this book is a picture of what was happening in B.C. almost two years ago not all the information on resources, groups, programs and projects is still the same. If necessary, you can contact the Adult Literacy Contact Centre or your local public library for help in locating more recent information.

The Bulletin's Board

Plain Language Kit of Consumer Information:

Consumer and Cooperate Affairs Canada have produced a set of thirteen information sheets on such topics as: used cribs, labels on clothing and food, how to complain and credit cards. Single copies of this kit are available free by writing or phoning Consumer and Cooperate Affairs in Vancouver. Permission is given to photocopy the sheets.

Consumer Policy
Consumer and Corporate Affairs Canada
1400 800 Burrard Street
Vancouver, B.C., V6Z 2H8
(604) 5018

The Wind Cannot Read:

A few copies of *The Wind Cannot Read* are still available free from the Adult Literacy Contact Centre or Literacy B.C.(addresses below). This excellent anthology of writings by adult new readers from British Columbia is a collection of submissions from the B.C. Book Voyage,, which was part of a world wide project sponsored by UNESCO for International Literacy Year 1990.

Circulating Materials:

The materials reviewed in this *Bulletin* are available on a loan basis for a period of one month. If you wish to borrow any of them, please contact:

Literacy B.C.
Suite 1128, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: (604)687-5077 Fax (604) 687-5076

Permanent Collection:

A complete and permanent set of materials from all six *Literacy Materials Bulletins* is available for viewing at:

Adult Literacy Contact Centre
Suite 622, 510 West Hastings Street
Vancouver, B.C. V6B 1L8
Tel: 684-0624 (Lower Mainland) 1-800-663-1293

Mailing List:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of the *Bulletin*, contact the Adult Literacy Contact Centre.

Reader Recommendations:

The Literacy Materials Committee wants to hear about your favorite literacy materials. We are particularly interested in learning what periodicals you feel are worthwhile for literacy instructors and learners. Please fill out the form on the back of this page and mail to the address indicated.

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title ______________________________

Author ______________________________

Publisher ____________________ **Copyright Date** ____________

Level (please circle)

*** Basic (0-3)** **** Functional (4-6)** ***** Independent (7-9)**

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? ______________________________
2. Interesting to learners? ______________________________
3. Appropriate to the reading level of learners? ______________________________
4. Successful with learners? ______________________________
5. Encourages meaningful discussion and critical thinking? ______________________________
6. Easy to use? ______________________________
7. Free of bias for age, sex, and race? ______________________________
8. Up-to-date? ______________________________
9. Canadian content? ______________________________

Send the completed form to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

Recommended by:

____________________ ____________________

(name) (address)